

Teacher Guide To International Collaboration On The Internet

This comprehensive resource demonstrates how to combine co-teaching with differentiated instruction for all diverse learners using universal design for learning (UDL) and a unique retrofit approach.

Students who know how to collaborate successfully in the classroom will be better prepared for professional success in a world where we are expected to work well with others. Students learn collaboratively, and acquire the skills needed to organize and complete collaborative work, when they participate in thoughtfully-designed learning activities. Learning to Collaborate, Collaborating to Learn uses the author's Taxonomy of Online Collaboration to illustrate levels of progressively more complex and integrated collaborative activities. - Part I introduces the Taxonomy of Online Collaboration and offers theoretical and research foundations. - Part II focuses on ways to use Taxonomy of Online Collaboration, including, clarifying roles and developing trust, communicating effectively, organizing project tasks and systems. - Part III offers ways to design collaborative learning activities, assignments or projects, and ways to fairly assess participants' performance. Learning to Collaborate, Collaborating to Learn is a professional guide intended for faculty, curriculum planners, or instructional designers who want to design, teach, facilitate, and assess collaborative learning. The book covers the use of information and communication technology tools by collaborative partners who may or may not be co-located. As such, the book will be appropriate for all-online, blended learning, or conventional classrooms that infuse technology with "flipped" instructional techniques.

Teacher Collaboration for Professional Learning contains the essential information, tools, and examples teachers and school leaders need to create, manage, and sustain successful collaborative groups. Designed to be a hands-on resource, this practical guide shows you how to: Advocate for collaborative teacher learning Develop and sustain collaborative research groups Organize and conduct productive research projects Address issues of ethics, leadership, and group dynamics Evaluate and sustain collaborative learning activities Based on data from a major survey, Teacher Collaboration for Professional Learning features extensive case examples from model research communities collaborating within schools, across districts, in partnership with universities, and as online networks. The book also offers a wealth of reproducible templates as well as reflection questions and exercises?invaluable tools for organizing study groups.

Presents best practices for faculty and administrators developing globally-connected courses, including learning objectives, collaborative assignments, and logistical planning As political instability, pandemic risks, rising costs, new requirements for experiential learning, and other factors make it increasingly difficult for students to study abroad, there is growing interest in globalizing and internationalizing the curricula of colleges and universities worldwide. The Wiley Handbook of Collaborative Online Learning and Global Engagement is designed to help educators develop and conduct high-impact, globally-connected courses across

the humanities, the fine arts, and the social and natural sciences. This comprehensive guide covers collaborative practices, course design variables, student learning approaches, logistical planning, and more. An international team of contributors from diverse geographic, cultural, and academic backgrounds offer insight into enhancing pedagogical practice, coordinating study abroad experiences, and promoting both students' and faculty's global competencies. Throughout the text, numerous real-world case studies, interactive and experiential assignments, sample syllabi, course bibliographies, and links to web and media resources reinforce best practices for course design, learning objectives, and pedagogy development. Based on a detailed assessment of 500 students in collaborative courses across 14 countries, this innovative guide: Covers co-development of learning objectives across different courses, disciplines and cultural contexts, co-coordination of course content, technology, and resources, and intercultural learning assessment Explores new and innovative ways to engage students in distant locations in collaborative learning Provides advice for overcoming logistical challenges, managing group dynamics, controlling costs, and implementing connected courses with limited resources Discusses the impact globally-connected courses have on cultural curiosity, knowledge, strategy, and behavior Offers approaches for addressing cultural transgressions and miscommunication, and for collaborating with other faculty members across cultures and educational systems Featuring multiple cultural perspectives and international contexts, *The Wiley Handbook of Collaborative Online Learning and Global Engagement* is a valuable guide and reference for faculty and administrators involved in teaching, planning, implementing, or assessing courses with global learning outcomes.

School, Family, and Community Partnerships

Business Education Forum

A Teacher's Guide to Flexible Grouping and Collaborative Learning

Group Work that Works

Flattening Classrooms, Engaging Minds

The Global Achievement Gap

Student Collaboration for 21st Century Success

This book is a natural step beyond our earlier text A Teacher's Guide to Assessment, which was published almost six years ago. The purpose of this book is to offer a straightforward guide to educational assessment for teachers at all levels of education, including trainers and instructors.

Collins International Primary English offers full coverage of the Cambridge Primary English curriculum framework (0058) from 2020 within a six-level, multi-component course, which has been carefully developed to meet the needs of teachers and students in the international market.

"JOIN THE COMMUNITY: go to www.facebook.com/flatclassrooms to sign up for free webinars, chat with the authors, and connect with other teaching professionals around the world!" What is education? What is a teacher? How do students learn

in the 21st century? The Flat Classroom™ project is redefining excellence in education. Schools and higher education are moving to online education, blended learning, and e-learning, redefining education as we know it. "Flattening Classrooms, Engaging Minds" will take your school online one teacher at a time. Based on their award winning projects, these two classroom teachers use the principles that have connected thousands of students in educational Web 2 e-learning environments to take educators into the project plans and lesson plans that can make global collaboration a reality in the classroom. Featured in Thomas Friedman's "The World is Flat," Don Tapscott's "Grown Up Digital," "Edutopia," Curt Bonk's "The World is Open," in the "Wall Street Journal" and beyond. Winner of "ISTE's 2007 Online Learning Award," the "Taking IT Global" Outstanding Online Project, and was shortlisted in the International "WISE" awards in 2009 the projects created by the authors include Flat Classroom, NetGenEd, Digiteen, Eracism, and 'A Week in the Life ...' (an Elementary Project). The new school of education is global collaboration. Whether you want to become a teacher or add to your teaching toolbox, when you connect globally and have contacts around the world, you become a more valuable teacher to your school. The "Flat Classroom 15" challenges bring even the beginner into the exciting world of social media in the classroom in a way that any teacher (elementary, middle school, high school, or college) can use. Connect your classroom and fall in love with learning again!

The Flat Classroom™ project is redefining excellence in education. Schools and higher education are moving to online education, blended learning, and e-learning, redefining education as we know it. Flattening Classrooms, Engaging Minds will take your school online one teacher at a time. Based on their award winning projects, these two classroom teachers use the principles that have connected thousands of students in educational Web 2 e-learning environments to take educators into the project plans and lesson plans that can make global collaboration a reality in the classroom.

Theory and Practice

Teacher Collaboration for Professional Learning

Inquiry into Big Ideas Using Important Questions

Teaching and Learning International Survey

Teaching for Global Competence in a Rapidly Changing World

A Guide for Engaging Students with Technology

Expertise in Mathematics Instruction

Now in its third edition, the Handbook of Research on Teaching the English Language Arts—sponsored by the International Reading Association and the National Council of Teachers of English—offers an integrated perspective on the teaching of the English language arts and a comprehensive overview of research in the field. Prominent scholars, researchers, and professional leaders provide historical and theoretical perspectives about teaching the language arts focus on bodies of research that influence decision making within the teaching of the language arts explore the environments for language arts teaching reflect on methods and materials for instruction

Reflecting important recent developments in the field, the Third Edition is restructured, updated, and includes many new contributors. More emphasis is given in this edition to the learner, multiple texts, learning, and sharing one's knowledge. A Companion Website, new for this edition, provides PowerPoint® slides highlighting the main points of each chapter.

This book is about designing instruction that makes comprehension the priority in reading and in content area study. The comprehension model described responds to calls from literacy experts and professional organizations for inquiry-based instruction that prepares readers to be active meaning makers who are adept at both critical and creative thinking. Comprehension First introduces a before, during, after Comprehension Problem Solving (CPS) process that helps readers ask key questions so they arrive at a substantial comprehension product-"big ideas" based on themes and conclusions drawn from literary works and expository texts. The book further describes how to orchestrate research-based best practices to build lessons and units around big ideas and important questions. In this age of multiple literacies, all of us must learn to be more nimble users of Literacy 2.0 communication tools. Mastering problem solving is at the core of this challenge. Comprehension First embraces this challenge by inviting present and future teachers to examine WHY and HOW these tools can be used more purposefully to achieve the pre-eminent literacy goal of deep comprehension.

Your GPS for improving ELLs' academic outcomes Grounded in the latest research on EL language and literacy development and technology integration, this timely book will serve as your road map for navigating the exciting new frontier of digital instruction. Learn how to improve academic outcomes, enhance language acquisition, and cultivate digital citizenship through ELL Frontiers': An overview of current digital age learning experiences and trends Step-by-step guides to implementing technology-infused lessons that are specifically adapted for English learners, including a sample lesson seed in each chapter Authentic vignettes of current uses of technology in the classroom Professional Learning Network questions for group discussion

Accumulated research findings in past decades have led to the common knowledge that teachers' professional knowledge is essential to effective classroom instruction. However, there is still very limited understanding about the nature of teachers' expertise in mathematics instruction. Expertise in Mathematics Instruction addresses this need clearly and concisely. In particular, it examines all aspects of emphases employed to characterize the nature of expertise in mathematics instruction from both researchers' and practitioners' perspectives. Moreover, with research contributions from

both the East and the West, this book also examines ideas pertinent to fostering and demonstrating expertise in mathematics instruction within different system contexts. This book will raise questions and issues for mathematics education researchers to guide a critical examination of what can be learned from other education systems. Expertise in Mathematics Instruction builds on its theoretical and methodological approach with contributions from international experts in the field. Additionally, a review of related research from mathematics education serves as an introduction to the new research in both Eastern and Western settings. Concluding this resource is a reflection on the benefits of this international collaboration and possible research directions for the future. The final chapter cohesively joins traditional and current research for action. Expertise in Mathematics Instruction is of interest to researchers in mathematics education, mathematics teacher educators, and mathematics educators.

**Learning to Collaborate, Collaborating to Learn
Engaging Students in the Classroom and Online
Resources in Education**

**Collins International Primary English - International Primary English Teacher's Guide: Stage 1
An International Perspective**

Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need-and What We Can Do About It

Effective Collaboration for Teacher, School and System Improvement

Online Collaborative Learning: Theory and Practice provides a resource for researchers and practitioners in the area of online collaborative learning (also known as CSCL, computer-supported collaborative learning), particularly those working within a tertiary education environment. It includes articles of relevance to those interested in both theory and practice in this area. It attempts to answer such important current questions as: how can groups with shared goals work collaboratively using the new technologies? What problems can be expected, and what are the benefits? In what ways does online group work differ from face-to-face group work? And what implications are there for both educators and students seeking to work in this area?

This new publication sets forward the PISA framework for global competence developed by the OECD, which aligns closely with the definition developed by the Center for Global Education at Asia Society.

Once considered designated storytellers, modern library professionals are emerging as experts in technology integration, information literacy, and curriculum alignment. Though, their collaboration with technology specialists and administrators continues to be a struggle. Collaborative Models for Librarian and Teacher Partnerships brings together best practices and innovative technological approaches in establishing the media specialist-teacher partnership. Highlighting theoretical concepts of case based learning, knowledge repositories, and professional learning communities; this book is an essential practical guide for professional development specialists, administrators,

library media specialists, as well as teacher educators interested in maintaining and developing collaborative instructional partnerships using emerging digital technologies.

Master flexible grouping and differentiation strategies to challenge every learner, every day. Grouping learners purposefully throughout the school day based on their needs and the curriculum remains the single best way to differentiate instruction. This guide will help teachers expertly use flexible grouping and differentiation strategies to respond to students' diverse learning needs, abilities, and interests. Included are methods for creating groups based on assessment data, planning group lessons and tiered assignments, engaging learners at all levels, supporting personalized learning, grading collaborative work, and communicating with parents about the benefits of groupwork and productive struggle. Digital content contains all forms from the book and a PDF presentation. A free online PLC/Book Study Guide is available at freespirit.com/PLC.

Online Collaborative Learning

Collaborative Models for Librarian and Teacher Partnerships

The Almanac of American Education, 2007

Theory and Practice of Lesson Study in Mathematics

How to Reach and Teach All Children Through Balanced Literacy

Using Technology to Enhance Instruction for English Learners

Study Guide for Texas Public School Organization and Administration

This publication not only presents the main results of TALIS 2013, it also offers insights and advice to teachers and school leaders on how they can improve teaching and learning in their schools.

Bestselling education expert Tony Wagner's groundbreaking manifesto on how to reform our schools and educate our children for the twenty-first century global economy In *The Global Achievement Gap*, education expert Tony Wagner situates our school problems in the larger context of the demands of the global knowledge economy. He illustrates that even in our best schools, we don't teach or test the skills that matter most for the twenty-first century. Uncovering what motivates today's generation to excel in school and the workplace, Wagner explores new models of schools that are inspiring students to solve tough problems and communicate at high levels. An education manifesto for the 21st century, *The Global Achievement Gap* is a must-read for anyone interested in seeing our young people achieve their full potential, while contributing to a strong economy and vibrant democracy.

Inspire and engage your students with this Lower Secondary Science course from Collins offering comprehensive coverage of the new curriculum framework including suggested practical investigations and Thinking and Working Scientifically skills.

In *The Teacher's Guide to SEN* Natalie Packer outlines what all teachers need to know about SEN, and provides a range of practical tips and ideas that can be applied in the classroom. One of the key messages of the *Special Educational*

Needs and Disability Code of Practice, first introduced in 2014, is that every teacher is responsible and accountable for every pupil in their class, including those with SEN. So what does this mean in practice for you as a class or subject teacher? Essentially, it requires you to understand every individual's needs, have a range of relevant knowledge and skills and have the confidence to try out some new approaches. This book is your essential guide to meeting these requirements. The Teacher's Guide to SEN details the areas of need teachers are most likely to encounter, including: speech, language and communication needs (SLCN); autism (or ASD); moderate learning difficulties (MLD); specific learning difficulties (SpLD), including dyslexia, dyspraxia and dyscalculia; social, emotional and mental health needs; and physical needs, including visual impairment (VI), hearing impairment (HI) and physical disability. It also provides a useful overview of the many potentially unfamiliar acronyms used in SEN. Special educational needs and disability (SEND) is an umbrella terms which covers a varied array of different needs. They may impact upon learning and cognition, behaviour, social interactions, or an individual's ability to access the curriculum and certain activities in the same way as their peers. With the appropriate support, these needs need not be a barrier to learning, as this book demonstrates. The Teacher's Guide to SEN offers practical hands-on strategies to ensure high-quality teaching for all, together with key facts, real-life case studies and questions for reflection. The comprehensive advice includes: defining special educational needs; understanding your responsibilities; identifying pupils with SEN and putting support in place as part of the graduated approach; contributing to SEN reviews and education, health and care plans (EHC plans); making reasonable adjustments in the classroom; delivering inclusive, high-quality teaching for all; raising expectations; classroom strategies, focused on feedback, planning, questioning, modelling and scaffolding learning; developing relationships with pupils and their families; effective partnership working with teaching assistants, parents and outside agencies; and tracking and reviewing progress and provision. Relevant to all primary and secondary practitioners, this is an essential point of reference for busy teachers, including trainees, NQTs or indeed any practitioner who would like to refresh their knowledge or gather some new ideas to try in the classroom.

Networks for Learning

Co-Sponsored by the International Reading Association and the National Council of Teachers of English

Differentiating Instruction

ELL Frontiers

Form, Manage, Assess, and Differentiate in Groups

Collaborative Planning and Teaching for Universally Designed Learning

Instructional Collaboration in International Inclusive Education Contexts looks at the instructional collaboration between special education and general education in international educational contexts and the role this plays in enabling inclusive education.

Compiled from official U.S. government and reliable private sources, the **Almanac of American Education** is an easy-to-use, single-volume source designed to help users understand and compare the quality of education at the national, state, and county levels.

Educational researchers, policy-makers and practitioners are increasingly focusing their attention on **Professional Learning Networks** in order to facilitate teacher development and encourage school and school system improvement. However, despite the understanding that PLNs can contribute significantly to improving teaching practice and student achievement, there are key challenges regarding their use. These challenges include: ensuring PLNs can provide opportunities for generating and sharing knowledge within schools enabling teachers and professionals to direct their own development helping individuals change their practices through inquiry-led approaches facilitating partnerships which work across a variety of stakeholders In this new edited volume, Brown and Poortman evaluate these challenges from both a theoretical and practical approach. A multitude of perspectives from a team of international contributors covers: the importance of Professional Learning Networks the use of evidence within PLNs the impact of inter-school networks international cases of networks and communities the promotion and sustainability of PLNs Also featuring case studies and exemplars to contextualise sustainable learning networks, **Networks For Learning** is an accessible and thoroughly-researched book, which will be essential reading and a valuable resource for researchers, teachers and school leaders who are interested in developing professional learning networks.

First published in 2002. Routledge is an imprint of Taylor & Francis, an informa company.

Instructional Collaboration in International Inclusive Education Contexts

Brain, Mind, Experience, and School: Expanded Edition

Distance Education for Teacher Training

Handbook of Research on Teaching the English Language Arts

Every Teacher's Guide

Facilitating Study, Research, and Inquiry Communities

Move to Global Collaboration One Step at a Time

Teacher's Guide to International Collaboration on the Internet

Personalized Learning: A Guide for Engaging Students with Technology is designed to help educators make sense of the shifting landscape in modern education. While changes may pose significant challenges, they also offer countless opportunities to engage students in meaningful ways to improve their learning outcomes. Personalized learning is the key to engaging students, as teachers are leading the way toward making learning as relevant, rigorous, and meaningful inside school as outside and what kids do outside school: connecting and sharing online, and engaging in virtual communities of their own. Renowned author of the Heck: Where the Bad Kids Go series, Dale Basye, and award winning educator Peggy Grant, provide a go-to tool available to every teacher today—technology as a way to ‘personalize’ the education experience for every student, enabling students to learn at their various paces and in the way most appropriate to their learning styles.

How to Reach and Teach All Children Through Balanced Literacy offers you a handbook for teaching literacy to diverse students in grades 3-8. The balanced literacy method combines the best practices of phonics and other skill-based language instruction with the holistic, literature-based approach in order to help you teach reading, writing, and speaking in a clear and approachable format. This dynamic resource offers an easily accessible research-based approach to balanced literacy that is grounded in the innovative ideas developed by authors Sandra F. Rief and Julie A. Heimburge. The book includes detailed descriptions of what a balanced literacy classroom looks like and shows how to create a program from the ground up or give your existing program a boost. The book can be used across content areas and is filled with reproducible worksheets, activities, and other handy classroom tools. Some topics covered include: Shared book experiences Reading aloud Oral language and vocabulary development Guided reading for comprehension Modeled writing Reading and writing conferences Book clubs Content area reading and writing Ongoing assessments Enhancing literacy through technology

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.

Comprehension First

The Wiley Handbook of Collaborative Online Learning and Global Engagement

Understanding by Design

Shifting to Digital

Revised Edition

Lower Secondary Science Teacher's Guide: Stage 9 (Collins Cambridge Lower Secondary Science)

TALIS A Teachers' Guide to TALIS 2013 Teaching and Learning International Survey

Presents a multifaceted model of understanding, which is based on the premise that people can demonstrate understanding in a variety of ways.

This book brings together and builds on the current research efforts on adaptation, conceptualization, and theorization of Lesson Study (LS). It synthesizes and illustrates major perspectives for theorizing LS and enriches the conceptualization of LS by interpreting the activity as it is used in Japan and China from historical and cultural perspectives. Presenting the practices and theories of LS with practicing teachers and prospective teachers in more than 10 countries, it enables the reader to take a comparative perspective. Finally, the book presents and discusses studies on key aspects of LS such as lesson planning, post-lesson discussion, guiding theories, connection between research and practice, and upscaling. Lesson Study, which has originated in Asia as a powerful effective professional development model, has spread globally. Although the positive effects of lesson study on teacher learning, student learning, and curriculum reforms have been widely documented, conceptualization of and research on LS have just begun to emerge. This book, including 38 chapters contributed by 90 scholars from 21 countries, presents a truly international collaboration on research on and adaptation of LS, and significantly advances the development of knowledge about this process. Chapter 15: "How Variance and Invariance Can Inform Teachers' Enactment of Mathematics Lessons" of this book is available open access under a CC BY 4.0 license at link.springer.com Theory and Practice of Lesson Study in Mathematics: An International Perspective shows that the power of Lesson Study to transform the role of teachers in classroom research cannot be explained by a simple replication model. Here we see Lesson Study being successful internationally when its key principles and practices are taken seriously and are adapted to meet local issues and challenges. (Max Stephens, Senior research fellow at The University of Melbourne) It works. Instruction improves, learning improves. Wide scale? Enduring? Deep impact? Lesson study has it. When something works as well as lesson study does, while alternative systems for improving instruction fail, or only succeed on small scale or evaporate as quickly as they show promise, it is time to understand how and why lesson study works. This volume brings the research on lesson study together from around the world. Here is what we already know and here is the way forward for

research and practice informed by research. It is time to wake up and pay attention to what has worked so well, on wide scale for so long. (Phil Dara, A leading author of the Common Core State Standards of Mathematics in the U.S.)

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Developed as part of the Department of Education's International Education Initiative, this site contains online tools and resources organized by subject areas that will help teachers get started with or expand ongoing international collaborative activities. The page links to elementary, middle, and high school projects, as well as to organizations involved in international education via the Internet.

Your Handbook for Action

Flattening Classrooms Engaging Minds Mov

A Teacher's Guide to Educational Assessment

The Teacher's Guide to SEN

A Guide to Engaging, Teaching, and Assessing Remote Learners (Create synchronous instruction for student engagement and enrichment)

2001

Teacher's Guide to International Collaboration on the Internet

Presents information about two major types of writing: writing to learn and public writing. Offers strategies for planning, organizing, and teaching, as well as numerous examples of student work and guidelines for evaluation and assessment.

Rely on Shifting to Digital to deliver clear and concise answers to all of your remote teaching questions. This comprehensive guide provides specific strategies for planning high-engagement instruction, handling technology, assessing collaboration and assignments, and more. You'll also gain access to a helpful list of digital tools, along with online-specific lessons and projects for various subjects. Learn how to engage and

manage multiple students online at one time. Create effective lesson plans that incorporate synchronous and asynchronous instruction based on best-practice cooperative learning and project-based learning. Gauge students' executive function and increase their self-direction--a crucial part of online learning. Understand how to best teach and support English learners and students with special needs. Plan communications for students, parents, and guardians that address technology procedures, expectations, and privacy. Contents: Introduction Chapter 1: Technology Chapter 2: Instructional Planning Chapter 3: Document Handling Chapter 4: Mindful Engagement Chapter 5: Positive Interaction and Social-Emotional Learning Chapter 6: Feedback Chapter 7: Assessment Chapter 8: Students With Special Needs Chapter 9: Communication With Parents and Guardians Epilogue Appendix: Distance Learning Lesson and Project Designs References and Resources Index

Promote cooperative learning more effectively by transforming your classroom into a learning community. Experienced K-12 educators Paul J. Vermette and Cynthia L. Kline offer their Dual Objective Model as a tool for improving your students' academic achievement and problem-solving skills, while encouraging their social and emotional development. You'll discover how to: assign meaningful tasks that require students to rely on one another; build efficient teams, purposefully monitor group dynamics, and assess group projects effectively; engage students in schoolwork while developing crucial career and life skills; motivate students to see the importance of personal and group responsibility; maximize the benefits of student diversity in your classroom. Emphasizing teamwork, persistence, communication, self-regulation, and empathy in a complex, diverse, and technological setting, these strategies can be easily incorporated into any curriculum. The book is filled with vignettes and sample exercises to help you apply the ideas to your own classroom. Each chapter includes a list of "Big Ideas," which invites you to consider how these strategies can evolve over time.

Content-area Writing

Educational and Cultural Diplomacy

How People Learn

Personalized Learning

Collins International Primary English - International Primary English Teacher's Guide: Stage 2