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Museum Educators Manual
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***American
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And Local History***

Museum learning is a vital component of the lifelong-learning

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process. In this new edition of The
Manual of Museum Learning,
leading museum education
professionals offer practical
advice for creating successful
learning experiences in museums
and related institutions (such as

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galleries, zoos, and botanic
gardens) that can attract and
intrigue diverse audiences. The
original Manual of Museum

Learning was published in 2007.

The editors have totally rethought
this new edition. This second

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edition focuses on the ways
museum staffs (and the
departments for which they work)
can facilitate the experience in a
way that capitalizes on their
individual institutional strengths.
The goal of this new edition is to

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provide museums with guidance in developing a strategic approach to their learning programs. There is a close connection between institution-wide strategic planning – where an institution decides what course and direction it will

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take for a five to seven-year period – and its approach to museum learning. One size does not fit all, and what each museum is (or aspires to be) will affect its individual approach. Thus there are many routes for museums to

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take, many alternative ways for them to play this role. No one museum can be all things to all prospective learners; they will be better suited to some approaches than to others. This new edition identifies these approaches and

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Enables museums to find the paths for which they are individually best suited, to help them identify their own unique approaches to facilitating museum learning. Each one's mission and vision, its relationships with institutional

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and public stakeholders, local cultural and market factors, its individual collection and programmatic strengths, its financial position – all of these things matter. This second edition aims to help each museum find the

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right approach to learning for its
unique situation by showing them
the range of museum

"personalities" in terms of their
being learning institutions, what
constitutes each type, and what
the implications are of choosing

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one or another approach for a
particular museum. A major
theme of the 2nd edition of The
Manual of Museum Learning is
museum as connector; the ways in
which museums are facilitating
self-directed learning by

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connecting people with resources.
Not all will connect audiences with
learning vehicles in the same way.

If museum learning is affective
learning, then it is the role of the
museum to connect its visitors,
program participants and others

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who benefit from its knowledge to
the learning resources that best
suit the institution's strengths and
matches them to the learning
needs of the museum's audiences.

By connecting users to the
resources they are most interested

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in, or which best suit each individual's particular learning styles, museums are at their best when they empower individuals to design their own learning experience in ways that resonate best with each individual.

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The Museum Educator's Manual addresses the role museum educators play in today's museums from an experience-based perspective. Seasoned museum educators author each chapter, emphasizing key

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programs along with case studies
that provide successful examples,
and demonstrate a practical
foundation for the daily
operations of a museum education
department, no matter how small.
The book covers: volunteer and

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docent management and training;
exhibit development; program
and event design and
implementation; working with
families, seniors, and teens;
collaborating with schools and
other institutions; and funding.

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This second edition interweaves
technology into every aspect of the
manual and includes two entirely
new chapters, one on Museums -
An Educational Resource for
Schools and another on Active
Learning in Museums. With

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invaluable checklists, schedules,
organizational charts, program

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examples, and other how-to
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documents included throughout,

The Museum Educator's Manual

is a 'must have' book for any

museum educator.

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The Photography Teacher's Handbook is an educator's resource for developing active, flipped learning environments in and out of the photo classroom, featuring ready-to-use methods to increase student engagement and

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motivation. Using the latest
research on the cognitive science
of effective learning, this book
presents groundbreaking
strategies to inspire students to
collaborate, explore, and
internalize photographic

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principles and concepts. The innovative practices in this book reimagine the traditional, scholarly pedagogy into a dynamic, teacher-guided, learner-centered approach. Key features include: Step-by-step instructions

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that explain how and why to flip a
photography classroom Hands-on
exercises and activities to help
students take charge of their
learning experience Practical
advice from more than 100
respected photography educators

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An interactive companion website
with informative videos, links, and
resources for students and
educators alike

The environment and contested
notions of sustainability are
increasingly topics of public

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interest, political debate, and
legislation across the world.

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Environmental education journals
now publish research from a wide
variety of methodological
traditions that show linkages
between the environment, health,

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development, and education. The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education (EE) field. The purpose of this 51-chapter handbook is not only

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Techniques American
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to illuminate the most important
concepts, findings and theories
that have been developed by EE
research, but also to critically
examine the historical progression
of the field, its current debates
and controversies, what is still

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missing from the EE research
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might be headed. Published for
the American Educational
Research Association (AERA).

Quality Education
Exhibit Labels

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Creativity in Museum Practice
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Incorporating Advancements
Association For State And
Learning in the Museum
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The unfathomable rate of Black males in education should result in a national call to action. Across

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the country Black males represent only 2% of the teaching workforce. By the year 2024, minority students will be the majority, yet our current education workforce does not reflect this growing trend in what has been called "The Browning of

America." Why is it acceptable that a student can matriculate from Kindergarten through twelfth grade and not have one Black male as his or her teacher? Why has it been a challenge to recruit and in many instances retain Black males in the

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classroom? Unopened Books
Techniques American
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**explains what is referenced in
the book as the Five Black Male
Deterrents in Education. Through
the personal narrative of
Jermaine D. Gassaway, a native
Washingtonian, educator, and
school leader; coupled with**

Bookmark File PDF The Museum Educators Manual Educators Share Successful ***practical solutions, Unopened Books provides insight to multiply the 2%. It is intended to not only be a provocative conversation starter but an actionable approach to increase the number of Black men in the classroom.***

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***Since its publication in 2008,
Exhibit Makeovers has been a
useful do-it-yourself handbook
for museum staff and volunteers.
Exhibit Makeovers is a workbook
that provides grounding in
interpretive principles, how-to-
advice, step-by-step guidance,***

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***and moral support for in-house
Techniques, American
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edition preserves the supportive
tone and easy-to-follow steps
that make the original Exhibit
Makeovers so user-friendly.
Significant revisions—especially***

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***in the technology arena—and
additions make this new edition a
must-have addition to any
museum's toolkit: • New
emphasis on visitor input, with
step-by-step guidelines for
evaluation studies during
planning and design. • New text***

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Historians

***and worksheets to guide
development of interactives, and
ensure varied levels of visitor
participation. • Focus on
affordable software to help with
exhibit planning and design, as
well as low- cost technologies
that can vary and deepen the***

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visitor experience. • Brand-new chapters on exhibit design, production, and installation, written by the experienced team responsible for in-house exhibits at a thriving, mid-size museum. Following the same pattern as the 2008 original, the revised

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***Exhibit Makeovers* guides users through step-by-step processes of a single-case makeover, development of a new exhibit, and renovation/renewal of an entire gallery or museum.**

***Learning in the Museum* examines major issues and shows**

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***how research in visitor studies
and the philosophy of education
can be applied to facilitate a
meaningful educational
experience in museums. Hein
combines a brief history of
education in public museums,
with a rigorous examination of***

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***how the educational theories of Dewey, Piaget, Vygotsky and subsequent theorists relate to learning in the museum.
Surveying a wide range of research methods employed in visitor studies is illustrated with examples taken from museums***

around the world, Hein explores how visitors can best learn from exhibitions which are physically, socially, and intellectually accessible to every single visitor. He shows how museums can adapt to create this kind of environment, to provide what he

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***calls the 'constructivist museum'.
Providing essential theoretical
analysis for students, this
volume also serves as a practical
guide for all museum
professionals on how to adapt
their museums to maximize the
educational experience of every***

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visitor.

***A quick reference manual for
classes visiting an art museum.
Provides practical strategies for
teaching all school groups,
including those with special
needs. The manual is organized
into the following sections:***

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***introduction; preparation for the
visit; the museum experience;
strategies for students with
hearing, vision, and physical
impairments; disabilities
definitions, and resources for
educators. Includes a 12 slide
PowerPoint presentation.***

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**Museum Education for Today's
Audiences**
**A Handbook for Computational
Art and Design**
Edu4
**Art Museum Education in the
21st Century**
Teacher's Manual

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***So You Want to Work in a
Museum?***

"This book will help museum
educators meet visitors' changing
expectations, train and prepare
responsive educators, and develop
models for the future"--

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"This curriculum is so user friendly. It takes all the guess work out of what, when and how to teach my child. It's obvious, this curriculum was carefully and skillfully put together to give parents and children a positive learning experience. I am

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**so thankful I was able to use this
program with my child! I don't know
what I would have done without it!"**

J. Widdison Home to Home

**Education provides an easy to follow,
step by step approach for all of your
language arts needs (phonics,**

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reading, spelling, grammar, writing,
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and handwriting). This Teacher's
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Manual in companion with the
Local History
Kindergarten Student Workbooks
(Part 1 and Part 2) gives a solid
foundation and encourages a love for
learning. By the end of the course,

your child will have the skills necessary to read books and write complete sentences. This manual includes: -36 weeks of lesson plans (4 days a week) -step by step instructions on what to teach and do each day -repetition to stimulate

learning and imagination
-handwriting and sentence guidelines
-independent and teacher lead
exercises -over 200 quality literature
suggestions for reading -hands on
activities -interactive learning games
Mrs. Carter, founder of Home to

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Home Education, uses her experiences as a certified educator and homeschool mom of four to compile the best of both worlds. The focus of the program is not only to provide the steps to teach your children reading and writing; but to

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**have them love it too. Enjoy teaching
at home knowing that you are giving
your children the best education.
You can successfully teach your
children!**

**Hammers Don't Build Houses
provides an overview of the theory**

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**and practice behind effectively using
technology in education. This book
focuses on the role of technology in
supporting the people in the
classroom, both teacher and
students. Both empowering and
instructive, Hammers Don't Build**

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**Houses will help everyone, from
classroom teachers to administrators
to professionals in other fields,
improve their practice.**

**What is EDU4? It is the place where
ALL teaching and learning happens.
It is a huge common educational**

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**resource and a single person learning
tool at the same time. It is global,
regional, local and personal
simultaneously. It can be public,
private and intimate. It works online
and offline and the users do not see
the difference. Connected or**

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**disconnected, communal or
individual, cooperative or singular,
in EDU4 all students, teachers,
parents and school administrators
find everything they need for all
their educational projects:
institutional and personal.**

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New Testament Stories
How to Finish the Test When Your
Pencil Breaks
Kindergarten Language Arts
Practical Methods for Engaging
Students in the Flipped Classroom
The Really Useful #edtechbook

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Harnessing the Power of Technology in Education

The role of education in museums has increasingly become a major professional concern. Engaging, informative, and even entertaining programs can make an enormous

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difference in a museum's popularity, bringing in visitors of all ages, from the local community and beyond. The proliferation of recent publications on museum education and the promotion of workshops and training seminars for museum staff have reinforced the

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*need for creativity, excellence, and
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*programs. The Museum Educator's
Manual addresses the role museum
educators play in today's museums
from an experience-based perspective.
Seasoned museum educators author*

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*each chapter, emphasizing key
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programs along with case studies that
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provide successful examples, and
Local History
demonstrate a practical foundation
for the daily operations of a museum
education department_no matter how
small. The book covers volunteer*

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*management and training; exhibit
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design; program and event design and
Association For State And
implementation; working with
Local History
families, seniors, and teens;
collaborating with schools and other
institutions; and funding. With
invaluable checklists, schedules,*

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*organizational charts, program
examples, and other how-to documents
included throughout, The Museum
Educator's Manual is a 'must have'
book for any museum educator.
Updated and completely restructured
edition! Originally one of the first*

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*book-length treatments of continual
improvement principles applied to
organizing and operating the
educational system. With special
emphasis on the quality philosophy of
Dr. W. Edwards Deming, the text
adapts Deming's systems flowchart,*

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*Plan-Do-Study-Act cycle, and "14
Points" to the problems and processes
of education. Presents education as a
transformative process and covers
expectations, roles, and inhibiting
factors for parents, students, teachers,
and administrators. Examines*

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*education's customers, differing
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definitions of quality with respect to
education, and the failure of well-
intentioned reform efforts such as the
"National Education Goals" (also
known as "Goals 2000") of the late
1980s. Includes chapters on programs*

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*Techniques American
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*for gifted and talented students,
values education, and curriculum and
other standards. Presents strategy
ideas and discusses leadership required
to develop and sustain quality
education.*

"This book is designed to be a

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*platform for the most significant
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educational achievements by teachers,
school administrators, and local
associations that have worked together
in public institutions that range from
primary school to the university
level"--Provided by publisher.*

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This book discusses some of the benefits of working in museums; explains how museums differ according to size, type, and organizational structure; and goes through dozens of museum positions in detail. It is designed to introduce

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*college students, graduate students,
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and/or young professionals to the
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museum field.*

*Everyone Teaches, Everyone Learns
Uscolia*

*Why It Matters, and How to Structure
the System to Sustain It*

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Reaching Every Student

*National Standards & Best Practices
for U.S. Museums*

*How to Use Your Mind; a Psychology
of Study*

"For too long Social Practice has
been the notoriously flimsy flipside

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of market-based contemporary art:
a world of hand-wringing
practitioners easily satisfied with
the feeling of 'doing good' in a
community, and unaware that their
quasi-activist, anti-formalist
positions in fact have a long artistic
heritage and can be critically

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dissected using the tools of art and theatre history. Helguera's spunky primer promises to offer a much-needed critical compass for those adrift in the expanded social field."

-Claire Bishop, Professor of Contemporary Art and Exhibition History, CUNY, and author of

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Artificial Hells: Participatory Art and
the Politics of Spectatorship "This
is an extremely timely and
thoughtful reference book. Drawn
from empirical and extensive
experience and research, it
provides a curriculum and
framework for thinking about the

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complexity of socially engaged practices. Locating the methodologies of this work in between disciplines, Helguera draws on histories of performance, pedagogy, sociology, ethnography, linguistics, community and public practices. Rather than propose a

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system he exposes the
temporalities necessary to make
these situations possible and
resonant. This is a tool that will
allow us to consider the difficulties
of making socially engaged art and
move closer to finding a language
through which we can represent

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and discuss its impact." -Sally
Tallant, Artistic Director, Liverpool
Biennial "Helguera has produced a
highly readable book that
absolutely needs to be in the back
pocket of anyone interested in
teaching or learning about socially
engaged art" -Tom Finkelparl,

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Director of the Queens Museum,
New York, and author of Dialogues
in Public Art

Technology has invaded our
working and recreational lives to an
extent that few envisaged 20 or 30
years ago. We'd be fools to avoid
the developments in personal,

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mobile, and wearable technology.

Even if we tried we'd still have to deal with other developments and distractions in classroom and learning technology like smart boards, blogs, video, games, students-led learning, virtual learning environments, social

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media, etc. More than this, however, is how the advances in technology, the economic and physical miniaturisation of computing devices, have impacted education: the students, the teachers, the classrooms, the spaces, the connections, the aspirations, etc.

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‘The Really Useful #EdTechBook’ is about experiences, reflections, hopes, passions, expectations, and professionalism of those working with, in, and for the use of technology in education. Not only is it an insight into how, or why, we work with these technologies, it's

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about how we as learning
professionals got to where we are
and how we go forward with our
own development. In this book
respected individuals from different
education sectors write about many
aspects of learning technology;
from Higher Education (Sue

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Beckingham, Peter Reed, Dr David
Walker, Sheila MacNeil, Terese Bird,

Wayne Barry, Inge de Waard, and

Sharon Flynn), Further Education

(Rachel Challen), to Museums (Zak

Mensah), workplace learning (Julian

Stodd, Julie Wedgwood, and Lesley

Price) and primary schools / early

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years education (Mike McSharry).
With a foreword written by
Catherine Cronin, from the National
University Ireland, Galway, the
breadth and depth of the
experiences here are second to
none. The knowledge these leading
learning practitioners, researchers,

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and professionals, share, under the same cover, is a unique opportunity for you to read about the variety of approaches to learning technology, the different perspectives on the same technology, and how technology is impacting our culture and learning infrastructure, from

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early-age classrooms to leading
research Universities and from
museums and workplace learning
providers. It is about our passion
for our work and our desire to make
our work better through our own
learning and development.

Contributory authors: Catherine

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Cronin: Foreword David Hopkins:
Introduction Wayne Barry: "...and
what do you do?": Can we explain
the unexplainable? Zak Mensah:
"Why do we do what we do?" Peter
Reed: "The structure and roles of
Learning Technologists within
Higher Education Institutions"

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Rachel Challen: "Learning
Technologists as agents of
change? Blending policy and
creativity" Julie Wedgwood:
"Developing the skills and
knowledge of a Learning
Technologist" Dr David Walker and
Sheila MacNeill: "Learning

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Technologist as Digital Pedagogue”
Lesley Price: “Times they are a
changing ...or not?” Sue And
Beckingham: “The Blended
Professional: Jack-of-all-Trades and
Master of Some?” Julian Stodd:
“How gadgets help us learn” Terese
Bird: “Students Leading the Way in

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Mobile Learning Innovation” Inge
de Waard: “Tech Dandy, or the Art
of Leisure Learning” Sharon Flynn:

“Learning Technologists: changing
the culture or preaching to the
converted?” Mike McSharry: “This
is your five-minute warning!”

Get ready to embark upon one of

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the most adventurous stories told from the viewpoint of a little boy by the name of Aiden. Whisked away in the mind of Aiden, the reader is confronted with some prevailing realities that are embedded within allegoric allusions, but reminiscent of the lives of real people, living real

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life, every day. The whimsical
becomes the powerful voice of the
voiceless, and through this genre of
writing, gives that voice meaning
and purpose. With the use of
imaginative characterization and
dialogue, the author invites the
reader into a world many dare not

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explore. This short story is just one of many of Dr. Benders' archives of writings that probe at social problems with the purpose of stimulating dialogue to find meaningful solutions. As Founder & CEO of Getting Results, our educational division strives to find

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solutions that "get real results" for children. Dr. Benders and I developed a curriculum that extends the elements of the "Big Giant Monster" into a full analysis designed to build critical thinking skills for each student reader. As students engage in this book, they

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will uncover not only their love for reading and the adventures within this short story, but they will also discover their ability to critically think about the deeper issues the author portrays and how they influence race, family, and society. I believe this book will have an

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impact on students of all ages as teachers and parents use it as a springboard for exploring the issues that can no longer go unanswered. Jerome E. Taylor, Ed.D., Editor Founder & CEO of Getting Results Newtonville, New Jersey

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About the Author Faith Sheptoski-
Forbush is a veteran school
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