Eight Myths Of Student Disengagement Creating Classrooms Of Deep Learning
Classroom Insights From Educational Psychology

Helping teachers understand and apply theory and research is one of the most challenging tasks of teacher preparation and professional development. As they learn about motivation and engagement, teachers need conceptually rich, yet easy-to-use, frameworks. At the same time, teachers must understand that student engagement is not separate from development, instructional decision-making, classroom management, student relationships, and assessment. This volume on teaching teachers about motivation addresses these challenges. The authors share multiple approaches and frameworks to cut through the growing complexity and variety of motivational theories, and tie theory and research to real-world experiences that teachers are likely to encounter in their courses and classroom experiences. Additionally, each chapter is summarized with key “take away” practices. A shared perspective across all the chapters in this volume on teaching teachers about motivation is “walking the talk.” In every chapter, readers will be provided with rich examples of how research on and principles of classroom motivation can be re-conceptualized through a variety of college teaching strategies. Teachers and future teachers learning about motivation need to experience explicit modeling, practice, and constructive feedback in their college courses and professional development in order to incorporate those into their own practice. In addition, a core assumption throughout this volume is the importance of understanding the situated nature of motivation, and avoiding a “one-size-fits-all” approach in the classroom. Teachers need to fully interrogate their instructional practices not only in terms of motivational principles, but also for their cultural relevance, equity, and developmental appropriateness. Just like P-12 students, college students bring their histories as learners and beliefs about motivation to their formal study of motivation. That is why college instructors teaching motivation must begin by helping students evaluate their personal beliefs and experiences. Relatedly, college instructors need to know their students and model differentiating their interactions to support each of them. The authors in this volume have, collectively, decades of experience teaching at the college level and conducting research in motivation, and provide readers with a variety of strategies to help teachers and future teachers explore how motivation is supported and undermined. In each chapter in this volume, readers will learn how college instructors can demonstrate what effective, motivationally supportive classrooms look, sound, and feel like.

This book is based on the power of stories to support children in all areas of their lives. It examines the role narratives can play in encouraging growth in contexts and domains such as personal and family identity, creative movement, memory and self-concept, social relationships, or developing a sense of humor. Each chapter describes innovative and research-based applications of narratives such as movement stories, visual narratives to develop historical thinking, multimodal storytelling, bibliotherapy, mathematics stories, family stories, and social narratives. The chapters elaborate on the strength of narratives in supporting the whole child in diverse contexts from young children on the autism spectrum improving their social skills at school, to four- and five-year-olds developing historical thinking, to children who are refugees or asylum-seekers dealing with uncertainty and loss. Written by accomplished teachers, researchers, specialists, teaching artists and teacher educators from several countries and backgrounds, the book fills a gap in the literature on narratives. “...this work delves into the topic of narratives in young children’s lives with a breadth of topics and depth of study not found elsewhere.” “Collectively, the insights of the contributors build a convincing case for emphasizing story across the various disciplines and developmental domains of the early childhood years.” “The writing style is scholarly, yet accessible. Authors used a wide array of visual material to make their points clearer and show the reader what meaningful uses of story “look like.” Mary Renck Jalongo, Journal and Book Series Editor Springer Indiana, PA, USA

Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning.” —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching “This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching.” —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education “Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues.” —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching “As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book.” —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, e-Learning and the Science of Instruction; and author, Multimedia Learning

Student disengagement is a huge challenge for teachers everywhere. Leading education expert Jennifer Fredricks empowers teachers to reengage students at all levels with powerful examples and clear-eyed implementation strategies that build essential 21st century learning skills. Teachers get the core facts about the causes, consequences, and solutions to disengagement and learn to confidently identify students most at risk for disengagement, implement student-centered, project-based learning practices for maximum educational outcomes, work effectively with diverse groups of disengaged youth, and build positive peer cultures and high-quality student-teacher relationships. Harness the power of motivation to transform the learning experience! When properly channeled, motivation propels learning forward. Yet teachers across all grade levels and disciplines struggle to recognize and cultivate this dynamic, social force in the classroom. This essential resource proves that all students are motivated to learn, and provides authentic tools to create and sustain a classroom community that is highly engaged. You’ll discover: Reflection activities that promote student voice and self-efficacy as well as assess existing motivation levels Case studies and best practices based on current motivation theory and research Strategies to design meaningful learning tasks and build positive relationships with students and colleagues Written specifically for teachers, Motivating Students to Learn offers a wealth of research-based principles on the subject of student motivation for use by classroom teachers. Now in its fourth edition, this book discusses specific classroom strategies by tying these principles to the realities of contemporary schools, curriculum goals, and classroom dynamics. The authors lay out effective extrinsic and intrinsic strategies to guide teachers in their day-to-day practice, provide guidelines for adapting to group and individual differences, and discuss ways to move students away from becoming independent learners. This edition features new material on the roles that classrooms play in goal setting, developing students’ interest, and teacher-student and peer relationships play in student motivation. It has been reorganized to address six key questions that combine to explain why students may or may not be motivated to learn. By focusing more closely on the teacher as the motivator, this text presents a wide range of motivational methods to help students see value in the curriculum and lessons taught in the classroom.
their field, on a profound educational quest that will take you through exciting and challenging terrain. Five Paths of Student Engagement will open your eyes, heart and mind and empower you to implement practices that lead directly to your students’ well-being, learning, and success. By integrating psychological and sociological perspectives, and using inspiring examples from seven years of research, this book delves deeply into the what, why, and how of student engagement. It reveals who and what the true enemies of student engagement are, and shows you how to defeat them. It will enrich and reward your work for years to come. Utilize research-based strategies to promote active engagement in the classroom and build the foundation for student growth: Learn why active engagement is the new frontier of student achievement. Understand how engaging students means so much more than defeating boredom. Consider psychological and sociological theories that cast new light on engagement and motivation. Reflect on how engagement is about mystery and magic, meaning and purpose, and focus and mastery. Understand why increasing classroom engagement requires much more than surveys, rubrics and observation protocols. Learn strategies to battle all five enemies of engagement in order to engage students totally and motivate unmotivated students. Explore five clear paths of engagement that lead to improving student learning and success that all teachers and schools can embark upon immediately. Contents: Preface Chapter 1: From Achievement to Engagement—Two Ages of Educational Change Chapter 2: Theories of Engagement and Motivation—From Maslow to Flow Chapter 3: Three Myths of Engagement—Relevance, Technology, and Fun Chapter 4: The Five Enemies of Engagement—How to Defeat Them Chapter 5: Standardized Testing—The Archenemy of Engagement Chapter 6: The Five Pathways of Student Engagement—In Theory and Practice Chapter 7: The Promise of Engagement—A Battle for Change References Index Realize the potential of quality questioning for student thinking and learning Quality questioning begins with the preparation of questions that engage all students in thinking and culminates in the facilitation of dialogue that takes learning deeper. Completely updated, this second edition reflects new research, addresses technological and policy changes, and includes new insights from the authors’ work with teachers. Designed for immediate classroom use, readers will find: Graphics, tools, and strategies to develop student skills and create a powerful learning culture QR codes that link to more than twenty new classroom videos Tools and strategies to support personal reflection, classroom observations, and collaborative dialogue The essential reference for human development theory, updated and reconceptualized The Handbook of Child Psychology and Developmental Science, a four-volume reference, is the field-defining work to which all others are compared. First published in 1946, and now in its Seventh Edition, the Handbook has long been considered the definitive guide to the field of developmental science. Volume 3: Social, Emotional, and Personality Development presents up-to-date knowledge and theoretical understanding of the several facets of social, emotional, and personality processes. The volume emphasizes that any specific processes, function, or behavior discussed in the volume co-occurs alongside and is inextricably affected by the dozens of other processes, functions, or behaviors that are the focus of other researchers’ work. As a result, the volume underscores the importance of a focus on the whole developing child and his or her sociocultural and historical environment. Understand the multiple processes that are interrelated in personality development Discover the individual, cultural, social, and economic processes that contribute to the social, emotional, and personality development of individuals Learn about the several individual and contextual contributions to the development of such facets of the individual as morality, spirituality, or aggressive/violent behavior Study the processes that contribute to the development of gender, sexuality, motivation, and social engagement The scholarship within this volume and, as well, across the four volumes of this edition, illustrate that developmental science is in the midst of a very exciting period. There is a paradigm shift that involves increasingly greater understanding of how to describe, explain, and optimize the course of human life for diverse individuals living within diverse contexts. This Handbook is the definitive reference for educators, policy-makers, researchers, students, and practitioners in human development, psychology, sociology, anthropology, and neuroscience. The Power of Interest for Motivation and Engagement describes the benefits of interest for people of all ages. Using case material as illustrations, the volume explains that interest can be supported to develop, and that the development of a person's interest is always motivating and results in meaningful engagement. This volume is written for people who would like to know more about the power of their interests and how they could develop them: students who want to be engaged, educators and parents wondering about how to facilitate motivation, business people focusing on ways in which they could engage their employees and associates, policy-makers whose recognition of the power of interest may lead to changes resulting in a new focus supporting interest development for schools, out of school activity, industry, and business, and researchers studying learning and motivation. It draws on research in cognitive, developmental, educational, and social psychology, as well as in the learning sciences, and neuroscience to demonstrate that there is power for everyone in leveraging interest for motivation and engagement. Feminism as a method, a movement, a critique, and an identity has been the subject of debates, contestations and revisions in recent years, yet contemporary global developments and political upheavals have again refocused feminism's collective force. What is feminism now? How do scholars and activists employ contemporary feminism? What feminist traditions endure? Which are no longer relevant in addressing contemporary global conditions? In this interdisciplinary collection, scholars reflect on how contemporary feminism has shaped their thinking and their field as they interrogate its uses, limits, and reinventions. Organized as a set of questions over definition, everyday life, critical intervention, and political activism, the Handbook takes on a broad set of issues and points of view to consider what feminism is today and what current forces shape its future development. It also includes an extended conversation among major feminist thinkers about the future of feminist scholarship and activism. The scholars gathered here address a wide variety of topics and contexts: activism from post-Soviet collectives to the Arab spring, to the #MeToo movement, sexual harassment, feminist art, film and digital culture, education, technology, policy, sexual practices and gender identity. Indispensable for scholars undergraduate and graduate students in women, gender, and sexuality, the collection offers a multidimensional picture of the diversity and utility of feminist thought in an age of multiple uncertainties. Portraits of Jewish Learning brings together colorful accounts of the ways that Jewish students today are having meaningful learning experiences in day school classrooms, Hebrew programs, synagogue-based schools, and high school and college courses that push students out of their comfort zone. Whether the students are second graders engaged in text analysis, sixth graders solving complex “mystery puzzles” about Jewish values, or teens encountering “counter-narratives” about Israel’s history, these stories—infused by carefully and disciplined inquiry—prompt readers to reflect on questions of what Jewish learning is, what we can discover by studying experiences of learning at close range and over time, and how Jewish education can respond to the needs and interests of Jewish learners who seek a Judaism that is relevant in today’s world. The work of researchers and practitioners who are changing the landscape of contemporary Jewish education, these portraits are designed to encourage critical discussion among educational leaders, clergy, policymakers, philanthropists, and parents, as well as teachers and those aspiring to work in Jewish education. They invite us to think about the many ways that today’s Jewish education can be enriched by
experimentation and innovation. This book offers insight into the ways in which engagement strategies at the school level can be developed and implemented in order to improve student outcomes.

What really motivates students to learn? What gets them interested—and keeps them interested—in pursuing knowledge and understanding? Recent neuroscientific findings have uncovered the source of our motivation to learn, or as neuroscientist Jaak Panksepp terms it, the drive to seek. Seeking is what gets us out of bed in the morning, the engine that powers our actions, and the need that manifests as curiosity. Informed by new findings on the nature of the brain’s seeking system, internationally renowned educators Gayle Gregory and Martha Kaufeldt have identified key brain-friendly strategies for improving student motivation, knowledge acquisition, retention, and academic success. In this book, readers will learn * The science behind the motivated brain and how it relates to student learning. * Strategies for preparing a motivational environment and lesson. * Strategies for creating engaging learning experiences that capitalize on the brain’s natural ways of learning. * Strategies for improving depth of knowledge, complex thinking, and synthesis to get students into the ever-desired state of flow. * How attention to the neuroscience of motivation will improve the classroom environment and student learning. The Motivated Brain shows teachers how to harness the power of their students’ intrinsic motivation to make learning fun, engaging, and meaningful.

"We can’t do that in our school district." "I don’t have time to add that to my curriculum." "We’re fighting against impossible odds with these students." Sound familiar? School improvement can often feel like a losing battle, but it doesn’t have to be. In this fully revised and updated second edition of The Learning Leader, Douglas B. Reeves helps leadership teams go beyond excuses to capitalize on their strengths, reduce their weaknesses, and reset their mindset and priorities to achieve unprecedented success. A critical key is recognizing student achievement as more than just a set of test scores. Reeves asserts that when leaders focus exclusively on results, they fail to measure and understand the importance of their own actions. He offers an alternative—the Leadership for Learning Framework, which helps leaders identify and distinguish among four different types of educators and provide more effective, tailored support to - “[Lucky] educators, who achieve high results but don’t understand how their actions influence achievement. - ‘Losing’ educators, who achieve low results yet keep doing the same thing, expecting different outcomes. - ‘Learning’ educators, who have not yet achieved the desired results but are working their way toward excellence. - ‘Leading’ educators, who achieve high results and understand how their actions influence their success. Reeves stresses that effective leadership is neither a unitary skill nor a solitary activity. The Learning Leader helps leaders reconceptualize their roles in the school improvement process and motivate themselves and their colleagues to keep working to better serve their students. Over the last decade the notion of ‘threshold concepts’ has proved influential around the world as a powerful means of exploring and discussing the key points of transformation that students experience in their higher education courses and the ‘troublesome knowledge’ that these often present.

Handbook of Student Engagement Interventions: Working with Disengaged Students provides an understanding of the factors that contribute to student disengagement, methods for identifying students at risk, and intervention strategies to increase student engagement. With a focus on translating research into best practice, the book pulls together the current research on engagement in schools and empowers readers to craft and implement interventions. Users will find reviews on evidence-based academic, behavioral, social, mental health, and community-based interventions that will help increase all types of engagement. The book looks at ways of reducing suspensions through alternative disciplinary practices, the role resiliency can play in student engagement, strategies for community and school collaborations in addressing barriers to engagement, and what can be learned from students who struggled in school, but succeeded later in life. It is a hands-on resource for educators, school psychologists, researchers, and students looking to gain insight into the research on this topic and the strategies that can be deployed to promote student engagement. Presents practical strategies for engagement intervention and assessment Covers early warning signs of disengagement and how to use these signs to promote engagement Reviews contextual factors (families, peers, teachers) related to engagement Focuses on increasing engagement and school completion for all students Emphasizes multidimensional approaches to disengagement

The Quarterly Review of Distance Education is a rigorously refereed journal publishing articles, research briefs, reviews, and editorials dealing with the theories, research, and practices of distance education. The Quarterly Review publishes articles that utilize various methodologies that permit generalizable results which help guide the practice of the field of distance education in the public and private sectors. The Quarterly Review publishes full length manuscripts as well as research briefs, editorials, reviews of programs and scholarly works, and columns. The Quarterly Review defines distance education as institutionally-based formal education in which the learning group is separated and interactive technologies are used to unite the learning group.

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 accessible book offers a fresh perspective on engagement, with an emphasis on how teachers can create the conditions for active engagement and the role learners can play in shaping the way they learn. Drawing on extensive theoretical knowledge, the book takes an applied approach, providing clear principles and practical strategies for teachers. Shows how changes in work, family structure, women’s roles, and other factors have caused people to become increasingly disconnected from family, friends, neighbors, and democratic structures—and how they may reconnect.

While the issue of advancing equity occupies the pages of many education journals across the world and pursuing it in schools and classrooms is a common instructional goal, there is an obvious absence of established school policies combined with pedagogies on how to achieve educational equity. What really motivates students to learn? What gets them interested—and keeps them interested—in pursuing knowledge and understanding? Recent neuroscientific findings have uncovered the source of our motivation to learn, or as neuroscientist Jaak Panksepp terms it, the drive to seek. Seeking is what gets us out of bed in the morning, the engine that powers our actions, and the need that manifests as curiosity. Informed by new findings on the nature of the brain’s seeking system, internationally renowned educators Gayle Gregory and Martha Kaufeldt have identified key brain-friendly strategies for improving student motivation, knowledge acquisition, retention, and academic success. In this book, readers will learn * The science behind the motivated brain and how it relates to student learning. * Strategies for preparing a motivational environment and lesson. * Strategies for creating engaging learning experiences that capitalize on the brain’s
natural ways of learning. * Strategies for improving depth of knowledge, complex thinking, and synthesis to get students into the ever-desired state of flow. * How attention to the neuroscience of motivation will improve the classroom environment and student learning. The Motivated Brain shows teachers how to harness the power of their students’ intrinsic motivation to make learning fun, engaging, and meaningful.

Communication Instruction in the Generation Z Classroom outlines communication and pedagogical strategies that aid teachers across disciplines and levels in engaging with Generation Z students. At a time when standardized testing businesses are raking in huge profits, when many schools are struggling, and students and educators everywhere are suffering under the strain, Ken Robinson argues for an end to our outdated industrial educational system. He proposes instead a highly personalized, organic approach that draws on today’s unprecedented technological and professional resources to engage all students, develop their love of learning, and enable them to face the real challenges of the twenty-first century. Filled with anecdotes, observations, and recommendations from professionals on the front line of transformative education, case histories, and groundbreaking research, Creative Schools aims to inspire teachers, parents, and policy makers alike to rethink the real nature and purpose of education. This book offers practical strategies to help primary and secondary educators coach and mentor their students to become co-teachers, decision-makers, and advocates. In this unique resource for educators who are attempting to meet the needs of a diverse student population in mixed-ability classrooms, Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin anchor practical examples within the current theories of learning and evidence-based research on these non-traditional student roles. Readers will find: * Practical, hands-on resources - Assessment tools - Lesson plans in user-friendly formats - Many personal case studies Collaborating With Students in Instruction and Decision Making provides easy-to-implement methods that can be used in classrooms, school buildings, or across school districts. The book’s content is ideal for staff development personnel and school district curriculum specialists as well as faculty in colleges of education dedicated to the development of the teaching, decision making, and the advancement of students’ advocacy skills.

Many teachers report that student disengagement is one of the biggest challenges they encounter in the classroom, and research shows that there is a steady decline in students’ engagement that begins as early as kindergarten and persists through the transitions to middle and high school. Young children are naturally curious and want to learn and explore, but unfortunately this all too often gives way to a lack of participation and effort, acting out and disrupting class, disaffection and withdrawal, and failure to deeply invest in academic content. Jennifer Fredrick's book goes beyond the idea that classroom management techniques and on-task behaviour ensure student engagement, to consider the emotional and cognitive dimensions that are critical for deeper learning and student achievement. Fredrick presents compelling strategies based on the research to demonstrate how instructional tasks, teacher-student relations, and peer dynamics all play a pivotal role in cultivating lasting student engagement.

Educators are continuously seeking ways to engage their students in active learning processes and are faced with challenges that include engaging students in learning activities, promoting meaningful learning experiences, and providing effective experiences for every student. Studies that investigate instructors' experiences are limited since more focus is given to students. Future research calls for teachers’ insights. Fredrick's book introduced teachers to further involve students, increase student attendance in online sessions, and employ a variety of technological tools. Fostering Meaningful Learning Experiences Through Student Engagement is an essential reference source for the latest scholarly information on curriculum development, instructional design, and pedagogical methods for fostering student engagement learning initiatives. The book examines engagement and meaningful learning techniques in both face-to-face and online instruction. Covering topics that include active learning, language learning, teaching experiences, and teacher-student relationships, this book is ideally designed for teachers, instructional designers, curriculum developers, academicians, researchers, professionals, and students that believe that stronger or improved student engagement should be their instructional objectives and wish to engage students in learning activities that promote meaningful learning experiences.

"Now on Netflix as The Call to Courage" * She's so good, Brené Brown, at finding the language to articulate collective feeling* Dolly Alderton Every time we are faced with change, no matter how great or small, we also face risk. We feel uncertain and exposed. We feel vulnerable. Most of us try to fight those feelings - or feel guilt for feeling them in the first place. In a powerful new vision Dr Brené Brown challenges everything we think we know about vulnerability, and dispels the widely accepted myth that it's a weakness. She argues that, in truth, vulnerability is strength and when we shut ourselves off from vulnerability - from revealing our true selves - we distance ourselves from the experiences that bring purpose and meaning to our lives. Daring Greatly is the culmination of 12 years of groundbreaking social research, across every area of our lives including home, relationships, work, and parenting. It is an invitation to be courageous; to show up and let our full selves be known when that is vulnerable. This is daring greatly.

ENABLES K-12 EDUCATORS TO CREATE SUCCESSFUL LEARNING COMMUNITIES — THE FULLY UPDATED NEW EDITION Effective classroom management plans are essential for creating environments that foster appropriate social interactions and engaged learning for students in K-12 settings. New and early-career teachers often face difficulties addressing student discipline, upholding classroom rules and procedures, and establishing positive teacher-student relationships. The seventh edition of Classroom Management is the leading resource for helping educators prevent student misbehavior, respond to challenging situations, and involve their students in building positive classroom communities. This popular textbook covers every vital aspect of classroom management, from planning for the school year and conducting instruction, to managing diverse classrooms and collaborating with colleagues and families. Fully revised to reflect recent changes in K-12 education and address the needs of today's educators, this edition features new and updated methods for fostering positive student behavior, insights on the root causes of misbehavior, strategies for helping students set high expectations, and much more. Written by a respected expert in teaching methods, classroom management, and instructional leadership, this valuable teacher's reference: Covers contemporary topics, methods, and discipline models in classroom management Reflects current InTASC Model Core Teaching Standards and Praxis assessments Features descriptions of classroom management methods used by elementary, middle, and high school teachers in various regions and communities Provides new and unique stories and case studies of real-world classroom situations Offers end-of-chapter summaries and questions, supplemental activities, further reading suggestions, and complete references Includes new tables, charts, and figures that make information more accessible to different types of learners Classroom Management: Creating a Successful K-12 Learning Community, Seventh Edition is an ideal text for college professors, teachers in training, and K-12 educators, as well as school administrators and general readers involved in education.

This unique and ground-breaking book is the result of 15 years research and syntheses over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based focus has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.
This book presents the multiple facets of English as a Medium of Instruction (EMI) in higher education across various academic disciplines, an area that is expected to grow constantly in response to the competitive global higher education market. The studies presented were conducted in various EMI classrooms, with data collected from observing and documenting the teaching activities, and from interviewing or surveying EMI participants. Through data analysis and synthesis, cases across disciplines – from engineering, science, technology, business, social science, medical science, design and arts, to tourism and leisure service sectors – are used to illustrate the various EMI curriculum designs and classroom practices. Although the cases described are limited to Taiwanese institutions, the book bridges the gap between planning and executing EMI programs across academic domains for policy makers, administrators, content teachers, and teacher trainers throughout Asia.

For success in school and life, students need more than proficiency in academic subjects and good scores on tests; those goals should form the floor, not the ceiling, of their education. To truly thrive, students need to develop attributes that aren’t typically measured on standardized tests. In this lively, engaging book by veteran school leader Thomas R. Hoerr, educators will learn how to foster the “Formative Five” success skills that today’s students need, including: Empathy: learning to see the world through others’ perspectives. Self-control: cultivating the abilities to focus and delay self-gratification. Integrity: recognizing right from wrong and practicing ethical behavior. Embracing diversity: recognizing and appreciating human differences. Grit: persevering in the face of challenge. When educators engage students in understanding and developing these five skills, they change mindsets and raise expectations for student learning. As an added benefit, they see significant improvements in school and classroom culture. With specific suggestions and strategies, The Formative Five will help teachers, principals, and anyone else who has a stake in education prepare their students—and themselves—for a future in which the only constant will be change.

Eight Myths of Student Disengagement

This how-to resource provides leaders with a concrete framework for a strategic improvement plan, helping educators link the “principles” to “processes” of planning. Packed with key takeaway strategies, this book provides the concrete tools to design a strong strategy for improvement and enables educational leaders to think constructively about why we plan, what an effective strategic plan should contain, and how to create meaningful dialogue to support plan development, implementation, and monitoring for continuous improvement. The Strategy Playbook for Educational Leaders provides superintendents, central office staff, principals, and teacher leaders with the opportunity to reframe the process of their strategic planning and breathe new life into the activity.

Too often, students who fail a grade or a course receive remediation that ends up widening rather than closing achievement gaps. According to veteran classroom teacher and educational consultant Suzy Pepper Rollins, the true answer to supporting struggling students lies in acceleration. In Learning in the Fast Lane, she lays out a plan of action that teachers can use to immediately move underperforming students in the right direction and differentiate instruction for all learners—even those who excel academically. This essential guide identifies eight high-impact, research-based instructional approaches that will help you: Make standards and learning goals explicit to students. Increase students’ vocabulary—a key to their academic success. Build students’ motivation and self-efficacy so that they become active, optimistic participants in class. Provide rich, timely feedback that enables students to improve when it counts. Address skill and knowledge gaps within the context of new learning. Students deserve no less than the most effective strategies available. These hands-on, ready-to-implement practices will enable you to provide all students with compelling, rigorous, and engaging learning experiences.

Your expert resource to activate, manage, and maintain lasting student success! Education expert Jennifer Fredricks empowers teachers to reengage students at all levels with clear-eyed implementation strategies that build essential 21st century learning skills. Teachers learn to confidently: Identify students most at risk for disengagement Implement student-centered, project-based learning practices for maximum educational outcomes Work effectively with diverse groups of disengaged youth Build positive peer cultures and high-quality student-teacher relationships Straightforward how-to’s from practicing classroom teachers, print and web-based resources, and assessment tips help educators cultivate lasting student engagement and transform educational outcomes with this must-have resource!

This proven model for applying brain research for more effective instruction shows how to implement educational and cognitive neuroscience principles to classroom settings through a pedagogical framework. Parenting strategies you can be proud of You know the feeling. You got frustrated, desperate, or overwhelmed and you reacted before you could think it through. Whether it’s a one-time thing or it becomes a habit, we all parent in ways we don’t like. But it doesn’t have to continue. Whether it’s bribery, yelling, counting to three, or threats of punishment you didn’t mean to make, reacting never feels good. But if you can learn to act with intentionality, you’ll feel better about your choices and be grateful for the results. Dr. Kathy Koch (pronounced “cook”), author of Screens and Teens and 8 Great Smarts, will teach you proven strategies for training your child’s heart and parenting in a way that honors God. She’ll help you move your child from, “I can’t, I won’t,” to “I can, I will, and I did.” We can do better than “Because I said so.” or “No screen time for 3 days.” We can do better than mere behavior modification. We can change our children’s hearts and teach them to do what is good, godly, and right even when we’re not around. Once you’ve learned to put these motivation strategies in place there’s no more need to nag, you’ll be astounded at what your kids will do without being asked. Dr. Kathy doesn’t offer a quick-fix. Starting with the heart is all about changing what children believe in order to change their behavior. And learning to use this kind of motivation takes effort, consistency, and strategy, but it works. And it’s never too late! If you’re willing to commit to a little hard work up front, you’ll enjoy your kids, your life, and yourself much more when you learn to start with the heart.