Building Teachers A Constructivist Approach To Introducing Education

This book shows educators how to rethink teaching by challenging their beliefs about knowledge and learning. It helps teachers organize for student learning rather than plan for teacher telling by applying constructivist learning theory in the classroom. It presents a constructivist perspective on how to arrange classroom events for student learning. Specific examples from a range of grade levels and subjects are offered. Classroom vignettes and questions are also provided. An introduction explains constructivist learning design (e.g., elements of the design, techniques for building community, and teacher learning circles). Six chapters present essential elements that show how theory is applied directly to classroom learning: (1) "Developing Situations"; (2) "Organizing Groupings"; (3) "Building Bridges"; (4) "Asking Questions"; (5) "Arranging Exhibits"; and (6) "Inviting Reflections." Chapter 7, "Productive Assessment: Not Just a Closing Activity," focuses on situation assessment, groupings assessment, bridge assessment, questions assessment, exhibit assessment, reflections assessment, and learning circle consideration. The concluding section focuses on teaching learning designs (e.g., dancing a design, choosing music for the dance, rehearsing the dance, dancing together, and inviting others to the dance). (Contains 75 references.) (SM)

Constructivist Instruction: Success or Failure? brings together leading thinkers from both sides of the hotly debated controversy about constructivist approaches to instruction. Although constructivist theories and practice now dominate the fields of the learning sciences, instructional technology, curriculum and teaching, and educational psychology, they have also been the subject of sharp criticism regarding sparse research support and adverse research findings. This volume presents: the evidence for and against constructivism; the challenges from information-processing theorists; and commentaries from leading researchers in areas such as text comprehension, technology, as well as math and science education, who discuss the constructivist framework from their perspectives. Chapters present detailed views from both sides of the controversy. A distinctive feature of the book is the dialogue built into it between the different positions. Each chapter concludes with discussions in which two authors with opposing views raise questions about the chapter, followed by the author(s)' responses to those questions; for some chapters there are several cycles of questions and answers. These discussions, and concluding chapters by the editors, clarify, and occasionally narrow the differences between positions and identify needed research.

Bring out the best in your male Latino students! Large misunderstanding and often underserved, Latino boys miss out on key academic opportunities that hinder their achievement and success in school and beyond. Educator David Campos, a champion of higher education for Latino boys, provides strategies to promote success for Latino boys. This book demonstrates how to: Enhance engagement and achievement by addressing Latino boys' needs Explore personal and school-wide beliefs to better understand how to serve this population Develop strategies for motivating Latino boys to pursue higher education Address challenges that Latino boys face in the home and at school Unique in offering a multidisciplinary perspective on key issues of alternative epistemologies in education, this collection includes contributions from scholars in family therapy, epistemology, and mathematics, science, and language education. These respected researchers were brought together to develop the theme of constructivism as it applies to many diversified fields. This book examines key distinctions of various constructivist epistemologies, comparing and contrasting the various paradigms. Each section provides both keynote positions on a particular alternative paradigm as well as critical comments by respondents regarding that position. Several chapters also present a synthesis of the alternative epistemological perspectives.

This book brings together renowned scholars and new voices to challenge current practices in ELT materials design in order to work towards optimal learning conditions. It proposes ideas and principles to improve second language task design through novel resources such as drama, poetry, literature and online resources; and it maps out a number of unusual connections between theory and practice in the field of ELT materials development. The first section of the book discusses how innovative task-writing ideas can stretch materials beyond the current quality to make them more original and inspiring; the second part examines how different arts and technologies can drive innovation in coursebooks; the third section describes how teachers and learners can participate in materials writing and negotiate ways to personalize learning.

Movement is not misbehavior! Current policies in the early childhood field ask teachers to treat children as though they exist from the neck up—even though research clearly demonstrates that the mind-body connection is vital to development. Rae Pica, founder and director of Rae Pica Keynotes & Consulting and author of the Moving and Learning series, advocates for active learning, not only because it's developmentally appropriate but because doing so promotes a calmer, friendlier, and less challenging learning environment. Section I provides theory, research, and language to advocate for active learning. Section II offers suggestions on how to update learning environments, and Rae offers some of her own past missteps in hopes that readers will be able to learn from her mistakes. Section III contains 200 ready-to-use movement activities that can be easily implemented into the day. Most require no materials, and every activity includes a “Curriculum Connection,” so readers can understand and clearly explain why the children aren't "just playing."

The idea for this book grew out of a NATO Advanced Research Workshop held at the Catholic University at Leuven, Belgium. We are grateful to NATO for support in conducting
this workshop and for support in the preparation of this book. We are particularly grateful for their emphasis on designing the workshop to build collegiality. They suggested that we hold the meeting in a small town and that we organize evening activities to keep the group together and to promote informal and extended discussions. What sage advice.

The excitement grew over the three days as we shared understandings and enriched our perspectives. Indeed, there was even a proclaimed “near” conversion to a constructivist perspective from one colleague trained in traditional instructional design methods. While we report this as a bit of a humorous anecdote, it most clearly reflects the sense of excitement that developed. We would also like to thank the staff at the Catholic University for their great support during the workshop. Their efforts and their good cheer were important components in the success of the meeting. In particular we would like to thank Jan Elen, Catherine Vermunicht and Jeff Vanden Branden. Finally we would like to thank the personnel at Indiana University for their help in assembling this book. Deborah Shaw prepared the index. We thank her for the skill and speed with which she was able to work.

“This book examines successful implementation of social constructivist instructional design tenets in 3D virtual immersive environments” -- Provided by publisher.

With the recent uptick of violence in schools, it is essential to strategize new concepts for promoting nonviolent tendencies in children and creating safe environments. Through nonviolent teaching techniques, it is possible to effectively demonstrate mutual respect, tolerance, and compassion in order to have a lasting peace. Cultivating a Culture of Nonviolence in Early Childhood Development Centers and Schools aims to expand and deepen multicultural nonviolent teaching techniques and concepts to achieve desired outcomes for early childhood development centers, schools, institutions of higher learning, and centers of teacher development and training. While highlighting topics including child development, conflict resolution, and classroom leadership, this book is ideally designed for teachers, directors, principals, teacher organizations, school counselors, psychologists, social workers, government officials, policymakers, researchers, and students.

Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

"Beginning with an overview of constructivism in contemporary psychology, the book elaborates on key processes of discursive and narrative construction of self. A variety of constructivist approaches to coaching, including personal and relational construct, narrative, appreciative, systemic and solution focused, are offered with basic principles, operating models and coaching techniques. Pavlov? also introduces a constructivist model for coaching teams, illustrated with case studies, and sets out a framework and guidelines for training coaches in this approach" --

Issues in Syllabus Design addresses the major types of syllabuses in language course development and provides readers with the theoretical foundations and practical aspects of implementing syllabuses for use in language teaching programs.


Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and -- as a result of the emergence of computer technologies -- especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear
and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Provides an introduction to constructivist physics with classroom examples illustrating how children construct knowledge. Shows how to promote children's scientific reasoning by engaging them in active experimentation.

This is a book about the teaching and particularly the acquisition of translation-related skills and knowledge. Well grounded in theory, the book also provides numerous examples drawn from the author's extensive classroom experience in translator education and foreign language teaching. Kiraly uses a number of classroom case studies to illustrate his method, including: introductory courses in translation studies, project-based translation practice courses, translation studies seminars, as well as naturalistic foreign language learning classes for student translators. The book is primarily geared toward translator educators and programme administrators, as well as students of translation, and will also be of interest to foreign language teachers who incorporate translation into their teaching, to translation scholars, and to others involved in the world of translation.

Designed from the ground up with a constructivist framework, BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION, 2E, International Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully.

Tomorrow's Professor is designed to help you prepare for, find, and succeed at academic careers in science and engineering. It looks at the full range of North American four-year academic institutions while featuring 30 vignettes and more than 50 individual stories that bring to life the principles and strategies outlined in the book. Tailored for today's graduate students, postdocs, and beginning professors, Tomorrow's Professor: Presents a no-holds-barred look at the academic enterprise Describes a powerful preparation strategy to make you competitive for academic positions while maintaining your options for worthwhile careers in government and industry Explains how to get the offer you want and start-up package you need to help ensure success in your first critical years on the job Provides essential insights from experienced faculty on how to develop a rewarding academic career and a quality of life that is both balanced and fulfilling Bonus material is available for free download at http://booksupport.wiley.com At a time when anxiety about academic career opportunities for Ph.D.s in these fields is at an all-time high, Tomorrow's Professor provides a much-needed practical approach to career development.

Through its unique integration of curriculum and learning principles, Early Childhood Curriculum: A Constructivist Perspective, 2nd Edition fosters authentic, developmentally appropriate practice for both preschool and early elementary classrooms. The constructivist format of this book encourages active involvement on the part of readers by asking them to observe, question, reflect, research, and analyze, thus allowing readers to create their own knowledge through their responses and actions. Early Childhood Curriculum examines curricular goals such as autonomy, development, and problem solving and links those goals with constructivist principles of learning. It explores ways teachers can create meaningful learning environments and choose curriculum tasks appropriately—in all content areas—that are linked to the learning and development needs of young children. The text provides a wealth of practical detail about implementing constructivist curriculum as the authors discuss classroom climate and management, room design, play, and cooperative learning, among other topics. The book also includes information about how teachers can meet required mandates and national and state standards in appropriate ways as they plan their curriculum, and examines the early childhood educator's role with community agencies, reform and legal mandates, and public relations. Special Features: • “Curriculum Strategies” highlight models for developing curriculum, including projects, curricular alignment, integration of various subject matter areas, and types of knowledge. • “Constructions” promote problem solving by allowing students to explore, revisit, examine, and learn from first-hand experience. • “Multiple Perspectives from the Field” provide interviews with teachers and other early childhood professionals, offering students a realistic look at the profession from a diverse group of educators. • “Teacher Dialogues” explore a wide range of student concerns, including curriculum, learning environments, assessment, and documentation, representing a collaborative support group for pre-service teachers and readers.

Building on the success of the first edition, the author has completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines. (Midwest)

Designed from the ground up with a constructivist framework, BUILDING TEACHERS helps future teachers create their own understanding of education. As Martin and Loomis address the key topics generally covered in an introductory text, they encourage students to develop their own understandings through connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. By interacting with the materials presented, rather than merely memorizing the text's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner and, in turn, they can help the children in their classrooms learn meaningfully. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Designed from the ground up with a constructivist framework, BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION, 2nd Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully. Available with InfoTrac Student Collections http://gocengage.com/infostrac. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.
As voice teachers, we should strive to help our students uncover their individual sound, and to facilitate technical consistency. Further, we as teachers should ultimately guide students to positive, independent, and emotionally engaged performances on stage - or in recordings. Some teaching approaches may guide students to these experiences - others may not. A successful outcome of vocal study occurs when the student no longer needs their teacher - they are independent and autonomous singers and musicians, and are able to teach themselves - or perhaps others. This study views the student-teacher relationship in the voice student through an existentialist lens influenced by the Sartrean principles of responsibility and freedom. The study examines some commonly used teaching approaches - viewing them from an historical perspective through the National schools in vocal instruction to more current approaches that may be commonly found in higher education teaching studios. This study offers a perspective that hopes to foster discussion, a re-examination of, and self-reflection in the teaching practices of higher education vocal instruction. The research is grounded in hermeneutic phenomenology. This paradigm was a means by which to unearth and uncover the lived experience of students undergoing vocal study. One that was guided by a framework of instruction influenced by the Sartrean notions of responsibility and freedom.

Building Teachers: A Constructivist Approach to Introducing Education

The text that pioneered a constructivist approach to elementary science teaching is based on two fundamental and complementary ideas: that it's more important for children to learn how to do science than to learn about science, and that elementary science teachers need to know a great deal of science, but rather should be co-inquirers with their students. ELEMENTARY SCIENCE METHODS: A CONSTRUCTIVIST APPROACH, Sixth Edition, features a wealth of exercises, including open-ended inquiry activities that help teacher candidates construct their own conceptualizations about science content and teaching methods. More than 170 process-oriented, open-ended activities, organized by grade level, can be used to encourage children to develop and perform their own investigations. All activities and much of the text content are clearly linked to National Science Education Standards (NSES) for content, professional development, assessment, and teaching. Also included are suggestions for appropriate children's literature to encourage interdisciplinary learning. The book's website, Education CourseMate, provides valuable tools and resources such as additional activities and video clips that students can use both in their college course and later in elementary science classrooms. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

Designed from the ground up with a constructivist framework, BUILDING TEACHERS: A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION, 2nd Edition helps future teachers create their own understanding of education. As the authors address the key topics generally covered in an introductory book, they encourage readers to develop their own understandings by connecting their prior knowledge, experiences, and biases with new experiences to which they will be exposed during the course. Highlights of the new edition include stronger standards integration and expanded material on diversity and technology. By interacting with the materials presented, rather than merely memorizing the book's content, readers learn what teaching is all about in an exploratory, inquiring, constructivist-based manner. In turn, they can help the children in their classrooms learn meaningfully. Available with InfoTrac Student Collections http://gocengage.com/infotrac.

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

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

This book is designed to help teachers, administrators, students, and the general public develop an appreciation for the importance of education and encourage students to dream, to wander, to set goals, and to find their passion. This practical, purpose and value-driven approach is based on intrapersonal and interpersonal communication skills that ask the questions, Who am I? Where am I going? How do I get there? By helping understand one's strengths and weaknesses, by failing and learning from our failures, by developing self-actualization, and by developing curiosity to develop the necessary skills to be effective members of society.

Never HIGHLIGHT a Book Again Virtually all testable terms, concepts, persons, places, and events are included. Cram101 Textbook Outlines gives all of the outlines, highlights, notes for your textbook with optional online practice tests. Only Cram101 Outlines are Textbook Specific. Cram101 is NOT the Textbook. Accompanys: 9780521673761

A practical, classroom-oriented guide to best-practice teaching. Learning specialist Leslie Hart once wrote that designing educational experiences without knowledge of the brain is like designing a glove without knowledge of the hand. Making Classrooms Better takes this concept a step further, building from general knowledge of brain-based education science and current educational research to offer specific suggestions for how teachers can improve student learning outcomes. Covering a range of subjects, from creating an optimal classroom climate to maximizing metacognitive skill development, this well-researched, state-of-the-art guide is an essential resource for highly effective practices that teachers, administrators, and curriculum planners can easily use. The first half of the book provides a practical overview of teaching from a Mind, Brain, and Education perspective through an understanding of the intersection of the fields of neuroscience, psychology, and pedagogy. The second half shares 50 evidence-based classroom “best practices” that have a proven positive impact on student learning outcomes and explains why they work.

This classic bestseller, now updated for today’s diverse teaching landscape and student populations, explores the benefits of sociomoral practices in the classroom. The authors draw on recent research to show how these approaches work with children ages 2-8. They focus on how to establish and maintain a classroom environment that fosters children's intellectual, social, moral, emotional, and personality development. Extending the work of Jean Piaget, the authors advocate for a cooperative approach that contrasts with the coercion and unnecessary control that can be seen in many classrooms serving young children. Practical chapters demonstrate how the constructivist approach can be embedded in a school program by focusing on specific classroom situations and activities, such as resolving conflict, group time, rule making, decision making and voting, social and moral discussions, cooperative alternatives to discipline, and activity time. A New York Times Notable Book “A must-read book for every American teacher and taxpayer.” — Amanda Ripley, author of The Smartest Kids in the World Launched with a hugely popular New York Times Magazine cover story, Building a Better Teacher sparked a national conversation about teacher quality and established Elizabeth Green as a leading voice in education. Green's fascinating and accessible narrative dispels the common myth of the "natural-born teacher" and introduces maverick educators exploring the science behind their art. Her dramatic account reveals that great teaching is not magic, but a skill—a skill that can be taught. Now with a new afterword that offers a guide on how to identify—and support—great teachers, this provocative and hopeful book "should be part of every new teacher's
education” (Washington Post).

Presents key principles of teacher education and concrete examples from successful programs.

Based on sound learning, Building Understanding Together: A constructivist Approach to Early Childhood Education demonstrates the basic tenets of Piaget's constructivist theory in a comprehensive format. This text shows how constructivism can be applied to all areas of the curriculum: language arts, science, math, social studies, and the arts. Chapters include vignettes of classroom examples to help the reader connect the abstract, theoretical concepts to concrete applications of the concepts.

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