

# Educational Journals Pdf

**Dominic Orr, Maren Luebcke, J. Philipp Schmidt, Markus Ebner, Klaus Wannemacher, Martin Ebner, Dieter Dohmen**

**Professional Development for Language Teachers** Jack C. Richards, Thomas S. C. Farrell, 2005-04-04 This much-needed text provides a coherent and strategic approach to teacher development. *Teacher Development for Language Teachers* examines ten different approaches for facilitating professional development in language teaching: self-monitoring, support groups, journal writing, classroom observation, teaching portfolios, analysis of critical incidents, case analysis, peer coaching, team teaching, and action research. The introductory chapter provides a conceptual framework. All chapters contain practical examples and reflection questions to help readers apply the approach in their own teaching context.

What Kind of Citizen? Joel Westheimer, 2024 What kind of citizen is no ordinary education book. By drawing on accessible and engaging discussions around the goals of schooling, it is imminently readable by a broad public. Neither fluff nor polemic, the theory and practice described in the book are based in solid empirical research and come out of the most influential frameworks for citizenship and democratic education of the last several decades (the Three Kinds of Citizens framework that emerged from collaboration between the author and Dr. Joseph Kahne as well as consultations with thousands of school teachers and civic leaders.) - This framework has been used in 67 countries to help teachers and school reformers think about how to structure educational programs and how schools can strengthen democratic societies. - This book pulls together a decade of research on schools into one place giving the reader a comprehensive look at why schools should be at the forefront of public engagement and how we can make that happen--

*Systematic Reviews in Educational Research* Olaf Zawacki-Richter, Michael Kerres, Svenja Bedenlier, Melissa Bond, Katja Buntins, 2019-11-21 In this open access edited volume, international researchers of the field describe and discuss the systematic review method in its application to research in education. Alongside fundamental methodical considerations, reflections and practice examples are included and provide an introduction and overview on systematic reviews in education research.

*Schools, Food and Social Learning* Gurbinder Singh Lalli, 2019-09-30 This book explores the potential of school dining halls as spaces of social learning through interactions between students and teachers. *Schools, Food and Social Learning*

highlights the neglect of school dining halls in sociological research and the fact that so much can be gained from fostering interpersonal relations with other students and the school staff over meals. The book focuses primarily on social and life skills that students develop during lunch-hour meetings, modelling behaviors while eating and conversing in the school space known as the 'restaurant'. With case studies based in the UK, the book takes a social constructivist approach to dealing with the tensions and challenges between the aims of the school - creating an eating space that promotes social values and encourages the development of social skills, and the activities of teachers and catering assistants of managing and providing food for many students daily. The book carries snippets of interviews with children, dining hall attendants, teachers, parents and the school leadership team, offering a new way of thinking about social learning for both scholars and students of Social Anthropology, Sociology, Social Policy, Food Policy, Education Studies and Childhood Studies.

*Space, Place and Educational Settings* Tim Freytag, Douglas L. Lauen, Susan L. Robertson, 2021-12-02 This open access book explores the nexus between knowledge and space with a particular emphasis on the role of educational settings that are, both, shaping and being reshaped by socio-economic and political processes. It gives insight into the complex interplay of educational inequalities and practices of educational governance in the neighborhood and at larger geographical scales. The book adopts quantitative and qualitative methodologies and explores a wide range of theoretical perspectives by drawing upon empirical cases and examples from France, Germany, Italy, the UK and North America, and presents and reflects ongoing research of international scholars from various disciplinary backgrounds such as education, human geography, public policy, sociology, and urban and regional planning. As such, it provides an interesting read for scholars, students and professionals in the broader field of social, cultural and educational studies, as well as policy makers and practitioners in the fields of education, pedagogy, social work, and urban and regional planning.

*Sustainability in Higher Education* J. Paulo Davim, 2015-08-24 Support in higher education is an emerging area of great interest to professors, researchers and students in academic institutions. Sustainability in Higher Education provides discussions on the exchange of information between different aspects of sustainability in higher education. This book includes chapter contributions from authors who have provided case studies on various areas of education for sustainability. - Focus on sustainability - Present studies in aspects related with higher education - Explores a variety of educational aspects from an sustainable perspective

**Professional Capital** Andy Hargreaves, Michael Fullan, 2015-04-24 The future of learning depends absolutely on the future of teaching. In this latest and most important collaboration, Andy Hargreaves and Michael Fullan show how the quality of teaching is captured in a compelling new idea: the professional capital of every teacher working together in every school. Speaking out against policies that result in a teaching force that is inexperienced, inexpensive, and exhausted in short order, these two world authorities--who know teaching and leadership inside out--set out a groundbreaking new agenda to

transform the future of teaching and public education. Ideas-driven, evidence-based, and strategically powerful, Professional Capital combats the tired arguments and stereotypes of teachers and teaching and shows us how to change them by demanding more of the teaching profession and more from the systems that support it. This is a book that no one connected with schools can afford to ignore. This book features: (1) a powerful and practical solution to what ails American schools; (2) Action guidelines for all groups--individual teachers, administrators, schools and districts, state and federal leaders; (3) a next-generation update of core themes from the authors' bestselling book, What's Worth Fighting for in Your School? [This book was co-published with the Ontario Principals' Council.].

School Leadership that Works Robert J. Marzano, Timothy Waters, Brian A. McNulty, 2005 Describes a variety of leadership responsibilities that have an effect on student achievement.

**Collaboration and Networking in Education** Daniel Muijs, Mel Ainscow, Chris Chapman, Mel West, 2011-01-04 Collaboration and networking have recently come to the fore as major school improvement strategies in a number of countries. A variety of initiatives, from government and other agencies, have encouraged collaboration and led to a lot of practical activity in this area. However, at present there are no texts in education that explore collaboration and networking from both a theoretical and practical perspective. In this book, we aim to provide a theoretical background to educational collaboration, drawing on research and theory in policy studies, psychology and sociology, leading ultimately to a typology of networks. This theoretical base will be tested in the discussion of a number of case studies referring to specific initiatives such as the Federations programme, multi-agency collaboration and Networked Learning Communities. Lessons for practice will be drawn and presented in terms of factors internal and external to the school. The key issue of network leadership will be addressed here as well.

**Primary and Secondary Education During Covid-19** Fernando M. Reimers, 2021-09-14 This open access edited volume is a comparative effort to discern the short-term educational impact of the covid-19 pandemic on students, teachers and systems in Brazil, Chile, Finland, Japan, Mexico, Norway, Portugal, Russia, Singapore, Spain, South Africa, the United Kingdom and the United States. One of the first academic comparative studies of the educational impact of the pandemic, the book explains how the interruption of in person instruction and the variable efficacy of alternative forms of education caused learning loss and disengagement with learning, especially for disadvantaged students. Other direct and indirect impacts of the pandemic diminished the ability of families to support children and youth in their education. For students, as well as for teachers and school staff, these included the economic shocks experienced by families, in some cases leading to food insecurity and in many more causing stress and anxiety and impacting mental health. Opportunity to learn was also diminished by the shocks and trauma experienced by those with a close relative infected by the virus, and by the constraints on learning resulting from students having to learn at home, where the demands of schoolwork had to be negotiated with

other family necessities, often sharing limited space. Furthermore, the prolonged stress caused by the uncertainty over the resolution of the pandemic and resulting from the knowledge that anyone could be infected and potentially lose their lives, created a traumatic context for many that undermined the necessary focus and dedication to schoolwork. These individual effects were reinforced by community effects, particularly for students and teachers living in communities where the multifaceted negative impacts resulting from the pandemic were pervasive. This is an open access book.

**Creative Research Methods in Education** Kara, Helen, Lemon, Narelle, 2021-03-16 Co-authored by an international team of experts across disciplines, this important book is one of the first to demonstrate the enormous benefit creative methods offer for education research. You do not have to be an artist to be creative, and the book encourages students, researchers and practitioners to discover and consider new ways to explore the field of education. It illustrates how using creative methods, such as poetic inquiry, comics, theatre and animation, can support learning and illuminate participation and engagement. Bridging academia and practice, the book offers: • practical advice and tips on how to use creative methods in education research; • numerous case studies from around the world providing real-life examples of creative research methods in education practice; • reflective discussion questions to support learning.

*Higher Education Landscape 2030* Dominic Orr, Maren Luebcke, J. Philipp Schmidt, Markus Ebner, Klaus Wannemacher, Martin Ebner, Dieter Dohmen, 2020-05-22 This open access Springer Brief provides a systematic analysis of current trends and requirements in the areas of knowledge and competence in the context of the project “(A) Higher Education Digital (AHEAD)—International Horizon Scanning / Trend Analysis on Digital Higher Education.” It examines the latest developments in learning theory, didactics, and digital-education technology in connection with an increasingly digitized higher education landscape. In turn, this analysis forms the basis for envisioning higher education in 2030. Here, four learning pathways are developed to provide a glimpse of higher education in 2030: Tamagotchi, a closed ecosystem that is built around individual students who enter the university soon after secondary education; Jenga, in which universities offer a solid foundation of knowledge to build on in later phases; Lego, where the course of study is not a monolithic unit, but consists of individually combined modules of different sizes; and Transformer, where students have already acquired their own professional identities and life experiences, which they integrate into their studies. In addition, innovative practice cases are presented to illustrate each learning path.

University and School Collaborations During a Pandemic Fernando M. Reimers, Francisco J. Marmolejo, 2022 Based on twenty case studies of universities worldwide, and on a survey administered to leaders in 101 universities, this open access book shows that, amidst the significant challenges caused by the COVID-19 pandemic, universities found ways to engage with schools to support them in sustaining educational opportunity. In doing so, they generated considerable innovation, which reinforced the integration of the research and outreach functions of the university. The evidence suggests that

universities are indeed open systems, in interaction with their environment, able to discover changes that can influence them and to change in response to those changes. They are also able, in the success of their efforts to mitigate the educational impact of the pandemic, to create better futures, as the result of the innovations they can generate. This challenges the view of universities as ivory towers being isolated from the surrounding environment and detached from local problems. As they reached out to schools, universities not only generated clear and valuable innovations to sustain educational opportunity and to improve it, this process also contributed to transform internal university processes in ways that enhanced their own ability to deliver on the third mission of outreach

Education System Design Brian Hudson, Marilyn Leask, Sarah Younie, 2020-11-26 This book highlights decisions governments have to make about their public education systems, the options they have before them and the consequences of their decisions. As well as covering issues such as values, curriculum, teacher training, structures and so on, the book addresses education planning for epidemics, pandemics and disasters. Education systems provide the foundations for the future wellbeing of every society, yet existing systems are a point of global concern. Education System Design is a response to debates in developing and developed countries about the characteristics of a high-quality national education service. It questions what makes a successful system of education. With chapters that draw on experience in education systems around the world, each one considers an element of a national education service and its role in providing a coherent and connected set of structures to ensure good education for all members of society. Key topics include: Existing education systems and what a future system might look like Inclusion and social justice Leadership and teacher education Policy options, and the consequences of policy changes This book suggests an education system be viewed as an ecosystem with interdependencies between many different components needing to be considered when change is contemplated. It is a vital book for any stakeholders in educational systems including students, teachers and senior leaders. It would be particularly useful to policy makers and those implementing policy changes.

**Computational Thinking Education** Siu-Cheung Kong, Harold Abelson, 2019-07-04 This This book is open access under a CC BY 4.0 license. This book offers a comprehensive guide, covering every important aspect of computational thinking education. It provides an in-depth discussion of computational thinking, including the notion of perceiving computational thinking practices as ways of mapping models from the abstraction of data and process structures to natural phenomena. Further, it explores how computational thinking education is implemented in different regions, and how computational thinking is being integrated into subject learning in K-12 education. In closing, it discusses computational thinking from the perspective of STEM education, the use of video games to teach computational thinking, and how computational thinking is helping to transform the quality of the workforce in the textile and apparel industry.

Culturally Responsive Teaching Geneva Gay, 2010 The achievement of students of color continues to be

disproportionately low at all levels of education. More than ever, Geneva Gay's foundational book on culturally responsive teaching is essential reading in addressing the needs of today's diverse student population. Combining insights from multicultural education theory and research with real-life classroom stories, Gay demonstrates that all students will perform better on multiple measures of achievement when teaching is filtered through their own cultural experiences. This bestselling text has been extensively revised to include expanded coverage of student ethnic groups: African and Latino Americans as well as Asian and Native Americans as well as new material on culturally diverse communication, addressing common myths about language diversity and the effects of English Plus instruction.

Scientific Research in Education National Research Council, Division of Behavioral and Social Sciences and Education, Center for Education, Committee on Scientific Principles for Education Research, 2002-03-28 Researchers, historians, and philosophers of science have debated the nature of scientific research in education for more than 100 years. Recent enthusiasm for evidence-based policy and practice in education—now codified in the federal law that authorizes the bulk of elementary and secondary education programs—have brought a new sense of urgency to understanding the ways in which the basic tenets of science manifest in the study of teaching, learning, and schooling. *Scientific Research in Education* describes the similarities and differences between scientific inquiry in education and scientific inquiry in other fields and disciplines and provides a number of examples to illustrate these ideas. Its main argument is that all scientific endeavors share a common set of principles, and that each field—including education research—develops a specialization that accounts for the particulars of what is being studied. The book also provides suggestions for how the federal government can best support high-quality scientific research in education.

**Longitudinal Surveys of Australian Youth** Gary N. Marks, Julie McMillan, Kylie Hillman, 2001

*Surviving Change* James B. Ellsworth, 2000 ... presents a theoretical road map for teachers, professors, or administrators who seek guidance from the educational change literature ... brings together the research and practical applications in a practitioner's toolbox--Back cover.

*Towards the Compassionate University* Kathryn Waddington, 2024-10-04 This book articulates a clear and persuasive argument for the development of compassion in higher education in a global climate of increasing competition, complexity and uncertainty. Drawing upon a range of interdisciplinary, theoretical and professional perspectives, the book addresses the key challenges facing the 21st century university.

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