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Facing Value Decisions

Shaver, James P.

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Facing Value Decisions Rationale Building For Teachers

Josef de Beer



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Facing Value Decisions James P. Shaver, William S. Strong, 1982-01-01 **Values in Sex Education** J. Mark Halstead, Michael Jonathan Reiss, 2003 An accessible yet authoritative book situating sex education both in the primary and secondary school within the current focus on values and citizenship *Classroom Behavior Management for Diverse and Inclusive Schools* Herbert Grossman, 2004 This text utilizes a three stage approach to classroom behaviour management to assist teachers to avoid behaviour problems manage those that cannot be avoided and resolve those that cannot be managed

Think Level 4 Teacher's Book Brian Hart, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones, 2016-09-08 Challenge and inspire your teenage learners to think beyond language Think is a fresh vibrant and upbeat course designed to engage teenage learners and make them think The Teacher's Book provides full lesson support for this level including teacher's notes audio scripts answer keys suggestions for extra activities and lesson options for mixed ability classes plus tips on how to get the best out of Think's array of digital tools and components Resources in Education , 1996-05 **Models of Moral Education** Richard H. Hersh, John P. Miller, Glen D. Fielding, 1980 **AETS Yearbook** , 1979 *Values in Education and Education in Values* Mark Halstead, Monica J. Taylor, 2005-10-26 An investigation into how schools can influence the developing values of young people is given in this book The authors first look from the perspective of educationalists and policy makers at values within contemporary education in particular moral spiritual democratic and environmental values together with arts and health education Secondly they focus on the values of pupils and schools examining school aims and mission statements the formal curriculum school ethos and assessment of children's development Insights are provided with guidance on how values may be most effectively incorporated into the activities of the schools This book is intended to be of use as a practical and informative guide to all those involved in primary and secondary education and those interested in values education generally *Educating Teachers Online in Challenging Times* Kevin Wai Ho Yung, Hui Xuan Xu, 2023-05-29 This edited collection documents the challenges experienced by teacher educators in service teachers and student teachers in Hong Kong triggered by protests civil unrest and the global outbreak of the COVID 19 pandemic and identifies innovative practices in curriculum pedagogy and assessment that have enabled them to overcome the challenges in online teaching It offers implications for teacher professional development through reflective practices and the enhancement of the scholarship of teaching and learning in the teacher education sector in Hong Kong and beyond Teaching and learning in various education sectors in Hong Kong experienced unprecedented challenges starting in late 2019 The suspension of face to face teaching resulted in the reliance on e technology and online teaching and learning Many teachers and students felt unprepared and thus experienced emotional distress However the challenges opened up opportunities for teacher educators to revamp their instructional and assessment practices to cater for students learning needs in the online environment The chapters are split into five sections covering the situation of teacher education in challenging times stakeholders experiences

and challenges in teaching and learning curriculum and pedagogical innovations assessment and feedback practices and finally scholarship of teaching and learning The book will be of particular interest to those who are committed to professional development through strengthening their reflective practice online teaching and the scholarship of teaching and learning It will also be an ideal text for education scholars and postgraduate students in curriculum planning innovative online

pedagogies and assessment practices in teacher education and the broader higher education context **Handbook on Teaching Social Issues** Ronald W. Evans, David W. Saxe, 2007-10-01 There is no book like this one for educators interested in issues centered teaching More than 40 experts have contributed articles offering comprehensive coverage of the field of social issues education In addition to a full examination of objectives and methods contributors show how social issues can be taught as part of history geography the social sciences and global and environmental studies The challenges of assessment curriculum and effective teacher education are fully explored With its teaching ideas and useful resource section this book is an indispensable addition to your library Contributors include Shirley Engle Anna Ochoa Becker Jack Nelson Carole Hahn Byron Massialas Jeff Passe Jesus Garcia Gloria Ladson Billings Merry Merryfield Patricia Avery Sam Totten Bill Wraga Walter Parker and James Shaver

Curriculum for Utopia William B. Stanley, 1992-01-01 This book examines the relationship between contemporary forms of critical theory and social reconstructionism as they relate and contribute to the construction of a radical theory of education It illustrates many of the persistent issues problems and goals of radical educational reform including the importance of developing a language of possibility utopian thought and the critical competence necessary to reveal and deconstruct forms of oppression Stanley perceptively and clearly reexamines new challenges posed to various forms of critical pedagogy including reconstructionism by the development of postmodern and poststructuralist theory focusing on the connections and continuities between them **Building Rationales for Citizenship Education** James P. Shaver, 1977

How to Teach about Values Jack R. Fraenkel, 1977 **Becoming a teacher** Josef de Beer, 2020-12-31 This book disseminates original research on learning in and from practice in pre service teacher education Authors such as Lederman and Lederman describe the student teaching practicum or work integrated learning WIL which is an essential component of pre service teacher education as the elephant in the room These authors note that the capstone experience in any teacher education programme is the student teaching practicum after all this is where the rubber hits the road However many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher This is the gap that this research book addresses Most of the chapters in the book report empirical data with the exception of two chapters that can be categorized as systematic reviews WIL is addressed from various angles in the chapters Chapter 6 focuses on research related to what makes Finnish teacher education so effective and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school based on Finnish insights in Johannesburg Chapter 3 highlights the challenges faced in open

and distance learning teacher education contexts Several of the chapters disseminate research findings on alternative interventions to classic WIL namely where safe spaces or laboratories are created for student teachers to learn and grow professionally These could either be simulations such as software programmes and avatars in the intervention described in Chapter 2 student excursions as the findings in chapters 5 7 and 10 portray or alternative approaches to WIL e g Chapters 11 and 12 The book is devoted to scholarship in the field of pre service teacher education The target audience is scholars working in the fields of pre service teacher education work integrated learning and self directed learning The book makes a unique contribution in terms of firstly its extensive use of Cultural Historical Activity Theory as a research lens and secondly in drawing on various theoretical frameworks Both quantitative and qualitative research informed the findings of the book

Teaching About International Conflict and Peace Merry M. Merryfield, Richard C. Remy, 1995-01-01 This book is about international conflict resolution and management **Active Learning in Social Studies** Roberta M. Woolever, Kathryn P. Scott, 1988 *Data Book of Social Studies Materials and Resources* , 1980 [Update on Law-related Education](#) , 1989

Social Studies for the Twenty-first Century Jack Zevin, 1999-08-01 Revised and updated second edition offers an overall framework to guide teaching in setting objectives devising lessons and choosing classroom strategies as well as assistance in constructing tests **Works about John Dewey, 1886-1995** Barbara Levine, 1996 Levine has included all of the material published about Dewey during the 108 years between 1886 1994 and has included many 1995 items as well She has verified all items and whenever possible obtained copies

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