

Second Edition

EDUCATIONAL FOUNDATIONS

An Anthology of Critical Readings



Editors

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BRUCE A. MARLOWE



Educational Foundations An Anthology Of Critical Readings

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Educational Foundations An Anthology Of Critical Readings:

Educational Foundations Bruce Maxwell, Lauren Bialystok, 2022-12-15 The first reference work to provide an authoritative state of the field mapping of the foundational disciplines of education

Educational Foundations Alan S. Canestrari, Bruce A. Marlowe, 2010 Educational Foundation An Anthology of Critical Readings Second Edition answers these questions and more providing an exciting alternative to other foundation textbooks This anthology is aimed at students about to enter the teaching profession those new to the profession and anyone interested in carefully examining schools and schooling In this Second Edition editors Alan S Canestrari and Bruce A Marlowe add new essays by classic and contemporary policy shapers and teachers Each essay was selected for its ability to engage readers and provoke them to reflect on the current and enduring issues of teaching Key features Encourages discussion and debate through provocative essays that provide readers with opportunities to think critically about teaching and learning includes brief introductory vignettes that raise probing questions about teaching and learning and provide context for the essays that follow *BUNDLE: Canestrari, Educational Foundations 2e + CQ Researcher, Issues in K-12 Education* Alan S. Canestrari, CQ Researcher, 2009-11-15 Educational Foundations An Anthology of Critical Readings Second Edition The Second Edition of this anthology of critical readings is for students entering the teaching profession as well as those interested in carefully examining schools and schooling The updated critically acclaimed reader provides an exciting alternative to other foundations textbooks The readings are bold and refreshing and their authors eschew unquestioning compliance By taking a hard look at traditional educational practice the contributors to this anthology known for their achievements as teachers principals and policy shapers serve as models for the kind of reflective practitioners that its editors hope that students will become while in the field Issues in K 12 Education Selections From CQ Researcher Are Students Being Prepared for the Technological Age Can AP and IB Programs Raise U S High School Achievement Do Teachers Assign Too Much Homework These are just a few of the provocative questions posed in Issues in K 12 Education This engaging reader allows students to see an issue from all sides and to think critically about topics that matter to them Classroom discussion will never be dull again Educational Psychology in Context Bruce A. Marlowe, Alan S. Canestrari, 2006 Educational Psychology in Context Readings for Future Teachers takes an exciting new approach to educational psychology by addressing the questions that real teachers in real schools ask about real students This book s purpose is to provide a stimulating alternative to traditional texts by helping teachers develop a strong theoretical and research based understanding of how their students learn and develop Unlike other texts this book of major readings is an anthology of primary source readings selected for students entering the teaching profession and for teachers interested in examining learning and development The Wiley International Handbook of Educational Foundations Alan S. Canestrari, Bruce A. Marlowe, 2018-09-17 Promotes a model of critique for teachers scholars and policy makers to challenge established educational practice in a global context The Wiley International Handbook of

Educational Foundations features international scholars uniquely qualified to examine issues specific to their regions of the world. The Handbook provides readers with an alternative to the traditional texts in the foundations of education by taking aim at the status quo and by offering frameworks from which teachers and scholars of education can critically evaluate schools and schooling. Throughout the essays are grounded in a broad historical context and the authors use an international lens to examine current controversies in order to provoke the kinds of discussion crucial for developing a critical stance. The Handbook is presented in six parts each beginning with an Introduction to the subject. The sections featured are Part I Challenging Foundational Histories and Narratives of Achievement, Part II Challenging Notions of Normalcy and Dominion, Part III Challenging the Profession, Part IV Challenging the Curriculum, Part V Challenging the Idea of Schooling, and Part VI Challenging Injustice, Inequity, and Enmity. The Wiley International Handbook of Educational Foundations offers unique insight into subjects such as Educational reform in India, Pakistan, and China; The global implications of equity driven education; Teacher education and inclusionary practices; The Global Educational Reform Movement; G E R M Education and the arts; Maria Montessori and Loris Malaguzzi; Legal education in authoritarian Syria. The Wiley International Handbook of Educational Foundations is an important book for current and aspiring educators, scholars, and policy makers.

Cultivating Flourishing Practices and Environments by Embracing Positive Education Benoit, Shendah M., 2025-04-09. Positive psychology has significantly influenced educational organizations by promoting well-being, resilience, and engagement among students and educators. Research and real-world examples highlight how integrating positive psychology into curriculum, instruction, and assessment can foster personal and academic growth. By prioritizing student, teacher, and institutional well-being, schools and universities can create supportive and flourishing environments dedicated to long-term success. However, the ongoing development of positive practices suggests that continued research is necessary to fully realize its benefits. As education evolves, embedding positive psychology into policies and practices will be crucial for shaping a more supportive and effective learning experience. Cultivating Flourishing Practices and Environments by Embracing Positive Education explores positive education practices in a variety of learning environments. It presents stories of progress showcasing examples of flourishing practices. Covering topics such as emotional intelligence, self-advocacy, and trauma-informed practices, this book is an excellent resource for educators, researchers, academicians, administrators, and more.

Disrupting Pedagogies in the Knowledge Society: Countering Conservative Norms with Creative Approaches Faulkner, Julie, 2011-12-31. This book examines a range of disruptive approaches exploring how challenge, dissonance, and discomfort might be mobilized in educational contexts in order to shift taken-for-granted attitudes and beliefs held by both educators and learners. Provided by publisher.

Teachers as Servant Leaders Joe D. Nichols, 2010-12-16. In today's political environment with the emphasis on testing standards and accountability, teachers can easily feel frustrated by the amount of time and resources left over for teaching for guiding students not only in academics but also in character education.

Educators can find themselves losing focus of what initially inspired them to teach Teachers as Servant Leaders provides pre service teachers and those currently in the profession with a renewed perspective of not just being a content expert or classroom behavioral manager but leaders within their own classrooms school buildings and local communities Building on Servant Leadership A Journey into the Nature of Legitimate Power and Greatness by Robert Greenleaf this book applies the concept of servant leadership to the classroom teacher where the focus is on service to students parents colleagues the school and community

A Critique of Creativity and Complexity Don Ambrose, Bharath Sriraman, Kathleen M. Pierce, 2014-11-04 In an increasingly complex world the natural human inclination is to oversimplify issues and problems to make them seem more comprehensible and less threatening This tendency usually generates forms of dogmatism that diminish our ability to think creatively and to develop worthy talents Fortunately complexity theory is giving us ways to make sense of intricate evolving phenomena This book represents a broad interdisciplinary application of complexity theory to a wide variety of phenomena in general education STEM education learner diversity and special education social emotional development organizational leadership urban planning and the history of philosophy The contributors provide nuanced analyses of the structures and dynamics of complex adaptive systems in these academic and professional fields

Language Planning for Medium of Instruction in Asia M. Hamid, Hoa Nguyen, Richard Baldauf, 2015-10-16 This volume investigates the policy and practice of medium of instruction at different levels of education in Asian polities including Bangladesh Hong Kong India Indonesia Japan Malaysia the Maldives Nepal Timor Leste and Vietnam The chapters provide an informed understanding of the context process actors goals and outcomes of medium of instruction policies from a language policy and planning perspective The volume has an emphasis on the exploration of medium of instruction in action which brings into focus the perspectives of micro policy enactors including teachers students and parents in the local context generating crucial empirical insights This critical analysis of the goals outcomes and experiences of this trend in global language in education will be of interest to language and education students researchers practicing teachers executives in academia and language studies and to education policymaking authorities in Asia and other parts of the world The volume updates existing research on medium of instruction and takes the field forward in a fast changing world as English medium instruction policies are globalised This book was originally published as a special issue of Current Issues in Language Planning

Creating Socially Responsible Citizens David L. Grossman, John J. Cogan, 2012-09-01 This book originates from a collaborative research initiative to examine how various societies in the Asia Pacific Region construct moral and civic education and to what extent these systems achieve the democratic objective of creating socially responsible citizens In many western societies there is at least a rhetorical tendency to separate the moral and civic dimensions of citizenship education and in some cases to exclude the moral dimension from the discourse of preparing citizens However as cross societal dialogues and research about citizenship education have increased in the past two decades scholars have identified

differences in the emphasis put on the moral dimension of citizenship education across the Asia Pacific region. In many predominantly Confucian, Islamic and Buddhist societies, for example, the emphasis on the moral dimension of citizenship education is explicit and in some cases central. While awareness of a divide or perhaps more appropriately a continuum in the role of moral versus civic education in democratic societies has been recognized for some time, to our knowledge this book marks the first effort of this scope to address the issue of the moral/civic divide in citizenship education. Thus, through a cross-cultural dialogue across societies in the Asia Pacific Region, this book addresses the issue of whether elements of both civic and moral education can be effectively joined to create a socially responsible citizen.

Creating and Sustaining the Constructivist Classroom Bruce A. Marlowe, Marilyn L. Page, 2005-04-20 Praise for the Original Edition: Lots of fresh ideas along with some very helpful suggestions. Pamela Galvani, Teacher, Central Kitsap High School, Silverdale, Washington. Praise for the New Edition: Useful as the first version of their book was, Marlowe and Page's second edition is even better. It offers a rare blend of thoughtful critique, solid theory and practical strategy. Alfie Kohn, author of *The Schools Our Children Deserve*. Make constructivism work for you and your students. Taking students from passive spoon-fed knowledge to creation and acquisition of real learning. It sounds terrific. But how do you do it? This book shows you how. In this updated and expanded second edition, Marlowe and Page use a larger and clearer format to bring together constructivist theory with step-by-step guidance to make constructivist learning a reality in your classroom. *Creating and Sustaining the Constructivist Classroom*, Second Edition, includes the firsthand experiences of practicing teachers to help you understand the challenges and rewards you can expect from constructivism. The teachers' stories along with guidance from the authors give you a solid foundation on which to build your own student-created learning classroom. The authors provide active learning examples to customize for any grade or classroom. Checklists to help you evaluate your starting point, progress and goals. Expanded coverage of state and national content standards. Practical assistance with issues surrounding student assessment, differentiation and the inclusive classroom. Ideas for involving parents and community members. Ways to implement technology into the mix. Strategies to help even beginning teachers implement constructivist principles. Stimulate your students' creativity, autonomy and independent thinking. Help raise their self-esteem and confidence. Get their minds working on proactive ways to bring real-world learning into their schoolwork. Encourage your students to discover new ways to search for information, process what they find out and translate it into meaningful knowledge for themselves.

Teaching for Democracy in an Age of Economic Disparity Cory Wright-Maley, Trent Davis, 2016-07-01 *Teaching for Democracy in an Age of Economic Disparity* addresses the intersections between democratic education and economic inequality in American society. Drawing upon well-established theoretical constructs in the literature on democratic citizenship as well as recent events, this volume outlines the ways in which students can not only be educated about democracy but become actively engaged in the social issues of their time. The collection begins with an examination of how the confluence of capitalism and education have problematized the

current model of democratic education before transitioning into discussions of how teachers can confront economic disparity both economically and civically in the classroom The authors then introduce a variety of ways in which teachers can engage and empower students civic action at all grade levels As a final component the volume explores new avenues for civic action including the use of social media for democratic engagement in schools and opportunities for critical reflection and cross cultural dialogue This book is a valuable resource for both scholars interested in the research on democratic education and practicing teachers wishing to turn their students into critical active citizens

[Collaboration in Higher Education](#) Sandra Abegglen, Tom Burns, Sandra Sinfield, 2023-05-18 Collaboration in Higher Education an open access book focuses on the opportunities and challenges created by engaging in collaboration and partnership in higher education As higher education institutions become ever more competitive to sustain their place in a global neoliberal education market students and staff are confronted with alienating practices Such practices create an individualistic audit and surveillance culture that is exacerbated by the recent COVID 19 pandemic and the wholesale pivot to online teaching In this atomised and competitive climate this volume synthesises theoretical perspectives and current practice to present case study examples that advocate for a more inclusive cooperative collaborative compassionate and empowering education one that sees learning and teaching as a practice that enables personal collective and societal growth The human element of education is at the core of this book focusing on what we can do and achieve together students academic staff higher education institutions and relevant stakeholders The ebook editions of this book are available open access under a CC BY NC ND 4 0 licence on [bloomsburycollections.com](#) Open access was funded by Knowledge Unlatched

The Bloomsbury Handbook of Ethics of Care in Transformative Leadership in Higher Education Mary Drinkwater, Yusef Waghid, 2024-11-14 The Bloomsbury Handbook of Ethics of Care in Transformative Leadership in Higher Education explores how the use of different ethic of care lenses can be used to nurture and sustain relationships within between and beyond humans as part of the role and responsibilities of HEIs in addressing local and global crises and change With contributions from four continents the handbook brings together multi contextual perspectives to explore ethics of care in the development of the field Topics explored include leadership praxis pedagogy well being cultivating and sustaining relationships within and between institutions post human relationships and responsibilities Countries covered include Australia Canada Guyana South Africa the UK and the USA The book forms part of the Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education collection brought together by Mary Drinkwater

Building Democracy through Education on Diversity Suzanne Majhanovich, Régis MALET, 2015-12-01 This book weaves together voices of faculty residents mentors administrators community organizers and students who have lived together in a third space urban teacher residency program in Newark as they reinvent math and science teaching and teacher education through the lens of inquiry Each chapter includes narratives from multiple perspectives as well as tools we have used within the program to support and build

change providing readers with both real cases of how an urban teacher residency can impact school systems and concrete tools and examples to help the reader understand and replicate aspects of the process Capturing both the successes but also the tensions and challenges we offer a kaleidoscopic view of the rich complex and multi layered ways in which multiple stakeholders work together to make enduring educational change in urban schools Our third space NMUTR has been a fragile utopian enterprise one that has relied on a shared commitment of all involved and a deep sense of hope that working collaboratively has the potential even if not perfect to make a difference

Perspectives on Transitions in Refugee Education Seyda Subasi Singh,Olja Jovanović Milanović,Michelle Proyer,2022-11-14 Fl chtlinge sind in ihrem Leben mit berg ngen konfrontiert auf individueller sozialer und kultureller Ebene Dieses Buch behandelt verschiedene Aspekte dieser berg nge und ihre berschneidungen mit Bildungserfahrungen Studien aus unterschiedlichen L nderkontexten zeigen die komplexen Beziehungen zwischen Individuum Kultur Gesellschaft und Institutionen Die Untersuchung dieser Beziehungen und Erfahrungen w hrend der bergangsprozesse soll zu einem tieferen Verst ndnis der verschiedenen Arten von berg ngen im Zusammenhang mit Bildung beitragen was in der Zukunft zur Verbesserung von Unterst tzuungsstrukturen genutzt werden kann

The Discourse of Special Populations Ahmet Atay,Diana Trebing,2017-09-22 The term special population occupies a particular purpose and has a particular role in the discourse of higher education This book uses the term as an umbrella term for any student who tends to be underrepresented on college campuses and has a very specific set of unique needs among others individuals with physical and learning disabilities international students ethnic minorities LGBTQ students single parents and first generation and other non traditional student groups Sometimes these special student groups are visible to educators however quite often they are hidden in plain sight which makes it difficult for educators to work effectively and meaningfully with these student groups This book uses the framework of critical intercultural communication pedagogy to generate a discussion about pedagogical issues surrounding students who are categorized as special populations focusing on culturally sensitive pedagogical methods to educate all students

Making Teaching and Learning Matter Judith Summerfield,Cheryl C. Smith,2010-12-09 This volume captures the spirit of collaboration and innovation that its authors bring into the classroom as well as to groundbreaking undergraduate programs and initiatives Coming from diverse points of view and twenty different disciplines the contributors illuminate the often perplexing debates about what matters most in higher education today Each chapter tells a unique story about creating vital pedagogical arenas that have the potential to transform teaching and learning for both faculty and students These exploratory spaces include courses under construction cross college and interdisciplinary collaborations general education reform initiatives and fresh perspectives on student support services faculty development freshman learning communities writing across the curriculum on line degree initiatives and teaching and learning centers All these spaces lend shape to an over arching system wide project bringing together the often disconnected silos of undergraduate education at The City University of New York CUNY

America's largest urban public university system Since 2003 the University's Office of Undergraduate Education has sponsored coordinated efforts to study and improve teaching and learning for the system's 260 000 undergraduates enrolled at 18 distinct colleges The contributors to this volume present a broad spectrum of administrative and faculty perspectives that have informed the process of transforming the undergraduate experience Combined the voices in these chapters create a much needed exploratory space for the interplay of ideas about how teaching and learning need to matter in evolving notions of higher education in the twenty first century In addition the text has wider social relevance as an in depth exploration of change and reform in a large public institution More Like Life Itself Cory Wright-Maley, 2018-10-01 John Dewey wrote in multiple places that education should be an experience of the content and processes of life itself Too often social studies is taught in a way that tells students about real life but fails to engage them in the process of life for which Dewey advocated The core purpose of simulations is to reflect the processes events and phenomena expressed in a variety of real life domains They engage students in these reflections of real life meaningfully as active agents who have the power to make decisions that impact the direction of events and that lead to both intended and unintended consequences Because of the nature of simulations students who participate in them are able to build their capacities to think in complex and critical ways Today despite the growing evidence that simulations have an important role to play in the teaching of social studies they remain an underutilized and undervalued approach to the discipline One of the key obstacles to their widespread adoption is the limited availability of training resources available to social studies teachers Teachers need support to develop a new vision of social studies teaching and learning coupled with practical guidance necessary to implement simulations effectively This volume provides teachers with both When teachers are able to weave simulations effectively into the fabric of social studies teaching and learning they help to promote social studies experiences that are both powerful and purposeful They offer students an experience of the discipline that is indeed More Like Life Itself

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Table of Contents Educational Foundations An Anthology Of Critical Readings

1. Understanding the eBook Educational Foundations An Anthology Of Critical Readings
 - The Rise of Digital Reading Educational Foundations An Anthology Of Critical Readings
 - Advantages of eBooks Over Traditional Books
2. Identifying Educational Foundations An Anthology Of Critical Readings
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Educational Foundations An Anthology Of Critical Readings
 - User-Friendly Interface
4. Exploring eBook Recommendations from Educational Foundations An Anthology Of Critical Readings
 - Personalized Recommendations
 - Educational Foundations An Anthology Of Critical Readings User Reviews and Ratings
 - Educational Foundations An Anthology Of Critical Readings and Bestseller Lists

5. Accessing Educational Foundations An Anthology Of Critical Readings Free and Paid eBooks
 - Educational Foundations An Anthology Of Critical Readings Public Domain eBooks
 - Educational Foundations An Anthology Of Critical Readings eBook Subscription Services
 - Educational Foundations An Anthology Of Critical Readings Budget-Friendly Options
6. Navigating Educational Foundations An Anthology Of Critical Readings eBook Formats
 - ePub, PDF, MOBI, and More
 - Educational Foundations An Anthology Of Critical Readings Compatibility with Devices
 - Educational Foundations An Anthology Of Critical Readings Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Educational Foundations An Anthology Of Critical Readings
 - Highlighting and Note-Taking Educational Foundations An Anthology Of Critical Readings
 - Interactive Elements Educational Foundations An Anthology Of Critical Readings
8. Staying Engaged with Educational Foundations An Anthology Of Critical Readings
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Educational Foundations An Anthology Of Critical Readings
9. Balancing eBooks and Physical Books Educational Foundations An Anthology Of Critical Readings
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Educational Foundations An Anthology Of Critical Readings
10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
11. Cultivating a Reading Routine Educational Foundations An Anthology Of Critical Readings
 - Setting Reading Goals Educational Foundations An Anthology Of Critical Readings
 - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Educational Foundations An Anthology Of Critical Readings
 - Fact-Checking eBook Content of Educational Foundations An Anthology Of Critical Readings
 - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
- Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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