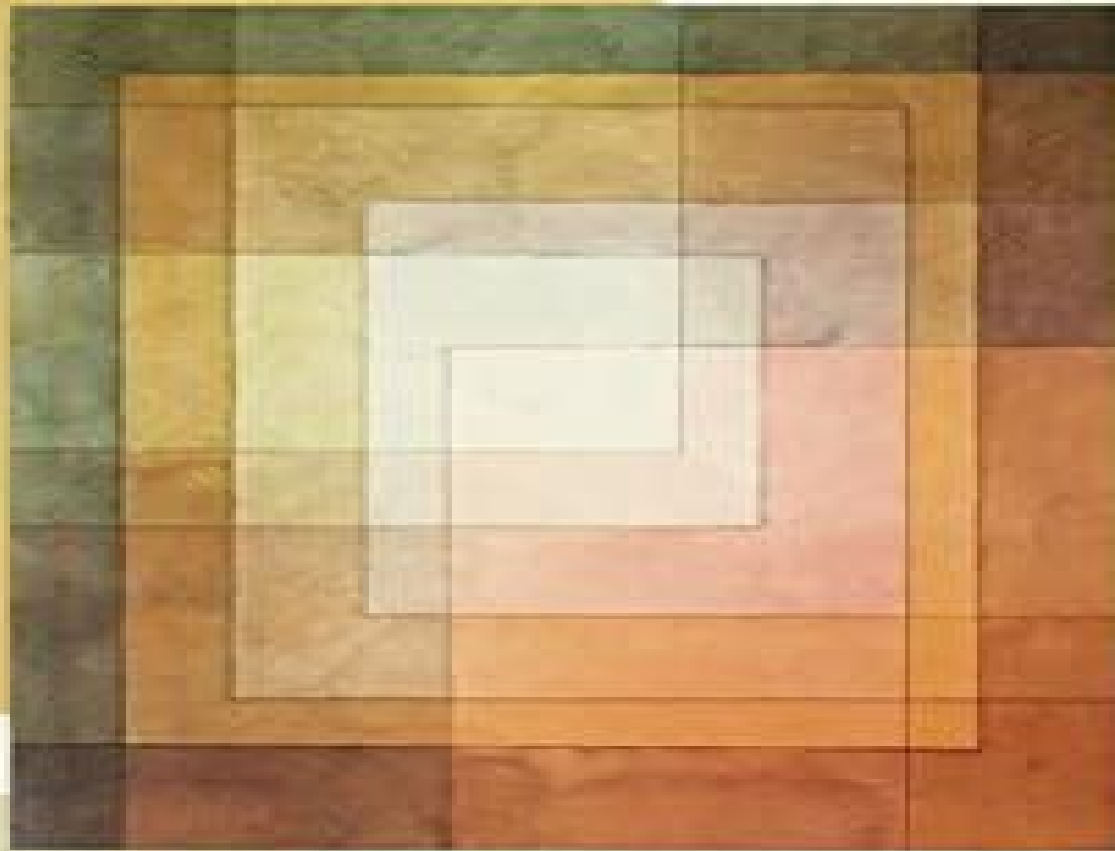


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Windows on Teaching



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Crowl*

*Sally
Kaminsky*

*David M.
Podell*

Educational Psychology Windows On Teaching

R Bogdan



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Learning and Teaching in the Chinese Classroom Shane N. Phillipson, Bick-har Lam, 2011-10-01 A major concern of all education authorities around the world is the challenge that schools face in catering for learner diversity That this concern is shared by authorities in East Asia including the Education Bureau EDB of Hong Kong is surprising given the high academic achievement of students from this part of the world This book helps to meet this challenge for teachers in East Asia by focusing on specific research that helps explain the basis for diversity in the Chinese learner Although there are many textbooks that cover the basic principles of educational psychology few do not focus on the Chinese learner This book makes the link between the broad field of educational psychology and how these theories contribute to our understanding of the Chinese learner This book is unique in that it draws on recent research to illustrate the application of these theories thereby helping teachers and students in teacher education programmes understand the variability in student achievement Our book is based on the idea that the Chinese context is in many ways different to other cultural contexts and that teachers can make a difference to the outcomes of student learning We also draw on our many years of experience in educating future

teachers where our students want us to focus on the Chinese classroom Our student teachers also want to be educated by professors who are themselves researchers In drawing on research about the Chinese learner we also bring to our student teachers the richness and value of educational research We also encourage our student teachers to think of themselves as professional researchers in terms of developing an understanding of the research literature and in finding solutions to their classroom problems

Empowering Early Education With Computational Thinking, AI, and STEM Kalogiannakis, Michail, Papadakis, Stamatios, 2024-11-08 Empowering early education with computational thinking artificial intelligence AI and science technology engineering and mathematics STEM is transforming the way students engage with the learning process As the educational field develops the integration of these fields in early childhood curricula enhances critical thinking and problem solving skills while fostering creativity and collaboration among students By introducing foundational concepts of computational thinking and AI at a young age educators can cultivate a generation of innovators who are equipped to navigate complex challenges and contribute to society Further research into effective integration may prepare children for future academic pursuits while instilling a personal interest in learning ensuring students can thrive in a technological world Empowering Early Education With Computational Thinking AI and STEM explores the integration of computational thinking AI and STEM into early education environments It provides comprehensive guidance on effectively introducing computational thinking coding skills and STEM concepts to young learners offering practical strategies and resources for educators This book covers topics such as curriculum development educational technologies and gamification and is a useful resource for educators teachers administrators scientists computer engineers academicians and researchers

Energizing Teacher Education and Professional Development with Problem-based Learning Barbara B. Levin, 2001 How can we help both beginning and experienced teachers engage students in today's diverse classrooms How can we focus on actual problems that teachers face This book offers a learning tool problem based learning PBL PBL is an instructional method that encourages learners to use critical thinking and problem solving as they apply content knowledge to real world problems and issues Editor Barbara Levin and the book's contributing authors believe that if teachers are to use PBL effectively with their K 12 students they need to personally experience PBL themselves Levin provides field tested examples of how teacher educators have used PBL in many professional development settings Based on actual PBL units and activities contributed by various authors the book describes how teachers tackled authentic problems that required them to find evaluate and use resources to learn just as they expect their students to do when using PBL A brief introduction explains why and how to use PBL with teachers Chapters 1 5 focus on how the chapter authors used PBL in different teacher preparation courses at several universities Chapters 6 and 7 show how the authors working with experienced teachers used PBL in inservice and staff development settings The final chapter offers answers to frequently asked questions about using PBL with teachers

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