



Equity in the Classroom

Towards Effective Pedagogy
for Girls and Boys

Edited by Patricia F. Murphy
and Caroline V. Gipps

Corwin Press
SAGE Publishing

Equity In The Classroom Towards Effective Pedagogy For Girls And Boys

Kehdinga George Fomunyam



Equity In The Classroom Towards Effective Pedagogy For Girls And Boys:

Equity in the Classroom Caroline V. Gipps, 2003-09-02 Concerned with pedagogy and the learning achievement of both girls and boys this book examines international trends in subject performance throughout schooling and looks critically at a range of interventions in difference contexts and countries all aimed at enhancing equity in schools and higher education institutions The book argues that pedagogy can not be isolated from the overarching gender education system What can be done it claims is that teachers can be provided with a range of pedagogic strategies which can be used to make education as it is experienced by students and reflected in their achievements more just

Equity in the Classroom Patricia Murphy, C. V. Gipps, 1996 Concerned with pedagogy and the learning achievement of both girls and boys this book examines international trends in subject performance throughout schooling and looks critically at a range of interventions in difference contexts and countries all aimed at enhancing equity in schools and higher education institutions The book argues that pedagogy can not be isolated from the overarching gender education system What can be done it claims is that teachers can be provided with a range of pedagogic strategies which can be used to make education as it is experienced by students and reflected in their achievements more just

Equity in the Classroom Patricia Murphy, 1996 *Pedagogy and Practice* Patricia Murphy, Kathy Hall, Janet Soler, 2012-06-21 This book foregrounds pedagogy in a way that challenges readers to reflect on themselves as teachers and learners and to be reflexive about their own practices and contexts Learning involves a transformation of identity which occurs through negotiation and repositioning through new ways of relating and through different ways of participating in practices This book examines the meaning and implications for pedagogy in educational and workplace settings and the role of the teacher in this sociocultural view of learning By illustrating the mediated nature of agency and identity the chapters re conceptualise the teacher and the learner and show different ways of supporting learning and being a teacher The settings represented range from nursery to university and from out of school to institutionally based and work place situations Curricular aspects represented include popular culture critical literacy multimodality the arts and new technologies Teachers and student teachers as learners are also represented in the accounts assembled The book takes a sociocultural view of learning and considers the pedagogical implications of this view It explores different meanings of pedagogy and considers notions of cultural bridging and the process of transforming identities The contributions challenge ways of thinking about practice both teaching and assessment and argue for practices that bridge between learners worlds their communities and educational institutions Drawing on the international literature this book will be essential reading for students of curriculum learning and assessment in all sectors from pre primary to further and higher education It is suitable as a core text for masters and taught doctorate programmes It will also be of interest to a wide range of professionals involved with curriculum learning and the practice of teaching and assessment This book is relevant to those in work based and professional education and training and in informal educational settings as well as traditional educational

institutions at all levels A unique collection in a field that is underrepresented it will also be of interest to an academic audience

Gender in Policy and Practice Amanda Datnow, Lea Hubbard, 2013-10-23 This book exposes the complexity of single sex schooling and sheds new light on how gender operates in policy and practice in education The essays collected in this volume cover a wide range of institutions including K 12 and higher education public and private schools and schools in the US and beyond Detailing the educational experiences of both young men and women this collection examines how schooling shapes and is shaped by the social construction of gender in history and in contemporary society

The SAGE Handbook of Curriculum, Pedagogy and Assessment Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world

Approaches to Gender and Spoken Classroom Discourse Helen Sauntson, 2015-12-11 Gender is a hotly debated topic in the field of education The role that language plays in educational contexts especially in the classroom has long been acknowledged Innovatively combining approaches in the analysis of classroom discourse this book offers rich empirical findings as well as being theoretically interesting and valuable

Volume 1: Research Syntheses M. Kathleen Heid, Glendon W. Blume, 2008-07-01 According to NCTM s Principles and Standards for School mathematics Technology is essential in teaching and learning of mathematics it influences the mathematics that is taught and it enhances students learning How does research inform this clarion call for technology in mathematics teaching and learning In response to the need to craft appropriate roles for technology in school mathematics new technological approaches have been applied to the teaching and learning of mathematics and these approaches have been examined by researchers world wide The first volume provides insight into what research suggests about the nature of mathematics learning in technological environments Included in this volume are syntheses of research on technology in the learning of rational number algebra elementary and secondary geometry mathematical modeling and calculus Additional chapters synthesize research on technology in the practice of teaching and on equity issues in the use of technology in mathematics instruction Instead of simply reporting achievement scores of students who use technology in their learning authors provide thoughtful analyses of bodies of research with the goal of understanding the ways in which technology affects what and how students learn Each of the chapters in this volume is written by a team of experts whose own research

has provided important guidance to the field *International Handbook of Curriculum Research* William F. Pinar,2003-04-01 The International Handbook of Curriculum Research is the first collection of reports on scholarly developments and school curriculum initiatives worldwide Thirty four essays on 28 nations framed by four introductory chapters provide a panoramic *Secondary Lenses on Learning Participant Book* Catherine Miles Grant,2009-07-08 This participant book in combination with the facilitator s guide forms a comprehensive professional development program designed to improve the efforts of site based mathematics leadership teams for middle and high schools Secondary Lenses on Learning prepares leaders to explore concepts in middle and high school algebra as a window into content instruction and assessment You will learn how to assess the strengths and needs of your mathematics programs set goals and generate plans for ongoing improvement by engaging in extended explorations and conversations based on readings problem based activities cases and videos **Visible Learning** John Hattie,2008-11-19 This unique and ground breaking book is the result of 15 years research and synthesises over 800 meta analyses on the influences on achievement in school aged students It builds a story about the power of teachers feedback and a model of learning and understanding The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning Areas covered include the influence of the student home school curricula teacher and teaching strategies A model of teaching and learning is developed based on the notion of visible teaching and visible learning A major message is that what works best for students is similar to what works best for teachers an attention to setting challenging learning intentions being clear about what success means and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand Although the current evidence based fad has turned into a debate about test scores this book is about using evidence to build and defend a model of teaching and learning A major contribution is a fascinating benchmark dashboard for comparing many innovations in teaching and schools **Failing Boys?** Epstein, Debbie,1998-11-01 Failing Boys Issues in Gender and Achievement challenges the widespread perception that all boys are underachieving at school It raises the more important and critical questions of which boys At what stage of education And according to what criteria The issues surrounding boys underachievement have been at the centre of public debate about education and the raising of standards in recent years Media and political responses to the problem of boys have tended to be simplistic partial and owe more to quick fixes than investigation and research Failing Boys provides a detailed and nuanced case study of the issues in the UK which will be of international relevance as the moral panic is a globalised one taking place in diverse countries The contributors to this book take seriously the issues of boys underachievement inside and outside school from a critical perspective which draws on the insights of previous feminist studies of education to illuminate the problems associated with the education of boys This will be a key text for educators policy makers students and teachers of education sociology gender studies and cultural studies and others interested in gender and achievement **Raising**

Boys' Achievement In Secondary Schools Younger, Mike, Warrington, Molly, McLellan, Ros, 2005-11-01 Boys achievement has attracted great attention in recent years in many countries This comprehensive book based on sound research in schools provides practical insights into how the achievement of boys and girls can be raised It reminds us that it is not all boys or no girls who underachieve It demonstrates the respective roles of teaching and learning school culture and social factors No easy answers but excellent ideas backed by evidence from authoritative thorough researchers with a firm basis in schools Judy Sebba Professor of Education University of Sussex Teachers will find this book invaluable It is based on quality research which actually evaluates the impact of the various strategies suggested for raising boys achievement What is more in contrast to many of the more quick fix works in this field the authors discussion and analysis is measured and nuanced and supported by an in depth understanding of the wealth of theory and research around gender and achievement It provides a welcome and weighty contribution to an ever controversial debate Becky Francis London Metropolitan University In this important book the authors evaluate different approaches and advocate practical evidence based strategies which have the potential to promote boys as well as girls achievements The approaches are discussed within the context of inclusivity acknowledging the diverse needs and interests of different boys and the invisibility and continuing disadvantage of some girls The book begins and ends with reflections from students of their own school experiences and makes practical recommendations for the future This book draws upon empirical research and work initiated as part of the DfES project on Raising Boys Achievement It brings together theoretical and practical issues and reflects upon the construction of the debate about boys apparent under achievement from the perspectives of girls as well as boys The authors critically explore notions of under achievement and value added and consider how useful the concept of the gender gap is in advancing the debates Raising Boys Achievement in Secondary Schools is key reading for undergraduate and postgraduate Education students PGCE students headteachers senior managers within schools and local education authorities and policy makers

Models of Science Teacher Preparation D.R. Lavoie, W.M. Roth, 2005-12-29 This unique edited book is a must for science educators who desire to improve upon traditional methods for science teaching and learning It provides background theoretical research based frameworks guidelines and concrete examples for the implementation and assessment of innovative models of science learning teaching and professional preparation

The SAGE Handbook of School Organization Michael Connolly, David H. Eddy-Spicer, Chris James, Sharon D. Kruse, 2018-12-10 The SAGE Handbook of School Organization provides a substantial review of the history current status and future prospects of the field of school organization Bringing together chapters exploring key issues important debates and points of tension the Handbook highlights school and system organisational structure processes and dynamics coupled with insights into important theoretical foundations from diverse perspectives This volume is designed to provide a much needed critically informed and coherent account of the field against a backdrop of increasing complexity in which schooling as an institution and schools as organisations operate

Vygotsky

and Pedagogy Harry Daniels, 2002-11-01 The theories of Vygotsky are central to any serious discussion of children's learning processes Vygotsky argues that children do not develop in isolation rather learning takes place when the child is interacting with their social environment It is the responsibility of the teacher to establish an interactive instructional situation in the classroom where the child is an active learner and the teacher uses their knowledge to guide learning This has many implications for those in the educational field This book explores the growing interest in Vygotsky and the pedagogic implications of the body of work that is developing under the influence of his theories It provides an overview of the ways in which the original writing has been extended and identifies areas for future development The author considers how these developments are creating new and important possibilities for the practices of teaching and learning in school and beyond and illustrates how Vygotskian theory can be applied in the classroom The book is intended for students and academics in education and the social sciences It will be of interest to all those who wish to develop an analysis of pedagogic practice within and beyond the field of education *Material Feminisms: New Directions for Education* Carol Taylor, Gabrielle Ivinson, 2018-02-02 *Material Feminisms: New Directions for Education* provides a range of powerful theoretical and innovative methodological examples to illuminate how new material feminism can be put to work in education to open up new avenues of research design and practice It poses challenging questions about the nature of knowledge production the role of the researcher and the critical endeavour arising from inter and post disciplinarity Working with diffractive methodologies and new materialist ecological epistemologies the book offers resources for hope which widen the scope for how educational problems are interrogated and provides a political counter movement to neo positivist outcomes based approaches within education Inspired by writers such as Barad Bennett and Deleuze and Guattari the book makes a radical break with cognitive dualist and universal conceptions of human subjectivity and intelligence in education By taking its starting point as the co constitutiveness of discourse materiality corporeality and place the book foregrounds educational practices as material enactments of multiple non linear entangled affective and relational forces It offers new insights into how gender class and ethnicity are constituted in and by material assemblages that are often submerged or unseen This book is an essential starting place for those intrigued by what new theoretical accounts of materiality posthumanism and affect can offer educational research Diffractive methodologies challenge readers to take a fuller range of actors into account than in objective humanist methodologies and in so doing to pay closer attention to what data is It invites researchers to engage with long standing feminist concerns about power and knowledge production in research processes This book was originally published as a special issue of *Gender and Education* [EBOOK: Rethinking Single Sex Teaching](#) Gabrielle Ivinson, Patricia Murphy, 2007-11-16 The retreat to single sex classes in co educational comprehensive schools in the UK reflects a long history where educational policy and practice has made explicit the belief that boys and girls are different in how they learn and what they should learn However there is also a common assumption that there is equality in what is made available to

learn and if there is not then single sex organisation achieves this The authors challenge this opinion and offer a fresh and theoretically informed look at the debate about single sex teaching presenting insights from research about the intended and unintended consequences of gender division in schools Drawing on classroom observations and in depth interviews with teachers and students the book illustrates the effect of single sex classrooms on learners and on the versions of subject knowledge made available to them In exploring the differences in teaching practices between boys and girls classrooms in relation to subjects such as Science English Drama and Design and Technology the authors highlight how single sex teaching can inadvertently create circumstances which limit rather than open up students access to subject knowledge The authors offer conceptual tools for investigating the knowledge gender dynamic advocating that learning will expand if teachers work with gender to help students to cross boundaries into non traditional gender territories within subject lessons **Rethinking Single Sex Teaching** is thought provoking reading for teachers head teachers academics and policy makers

Theorizing STEM Education in the 21st Century Kehdinga George Fomunyan,2020-02-26 Theorising STEM Education in the 21st Century is a book that captures the essence of Science Technology Engineering and Mathematics and the intricacies of STEM education in the contemporary society It explores STEM as an interdisciplinary field as well as the individual disciplines that make up STEM This ensures the field of STEM as a whole is theorised The book provides critical insight on STEM education from Cairo to Cape Town or from America to Indonesia With a team of authors from universities across the world the book is a vital contribution to critical scholarship on STEM education in contemporary times

The Child at School Peter Blatchford,Anthony D. Pellegrini,Ed Baines,2015-07-16 What is the nature of children s social life in school How do their relationships and interactions with peers teachers and other school staff influence their development and experience of school This book written by leading researchers in educational and developmental psychology provides answers to these questions by offering an integrated perspective on children s social interactions and relationships with their peers and teachers in school Peer interactions in school have tended to be underestimated by educationalists and this book redresses the balance by giving them equal weight to teacher child interactions In this second edition the authors extensively revise the text on the basis of many years of research and teaching experience They highlight common misconceptions about children their social lives and school achievement which have often resulted in ineffective school policy The book includes a number of important topics including The significance of peer friendships at school The nature and importance of play and break times Aggression and bullying at school Peer relations and learning at school The classroom environment and teacher pupil interaction The influence of gender in how children learn at school Advantages and disadvantages of different methodological approaches for studying children in school settings Policy implications of current research findings The Child at School will be essential reading for all students of child development and educational psychology It will also be an invaluable source for both trainee and practicing teachers and teaching assistants as well as clinical psychologists and policy makers in this area

Ignite the flame of optimism with Get Inspired by is motivational masterpiece, **Equity In The Classroom Towards Effective Pedagogy For Girls And Boys** . In a downloadable PDF format (Download in PDF: *), this ebook is a beacon of encouragement. Download now and let the words propel you towards a brighter, more motivated tomorrow.

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Table of Contents Equity In The Classroom Towards Effective Pedagogy For Girls And Boys

1. Understanding the eBook Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - The Rise of Digital Reading Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Advantages of eBooks Over Traditional Books
2. Identifying Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - 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 Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - User-Friendly Interface
4. Exploring eBook Recommendations from Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Personalized Recommendations
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys User Reviews and Ratings
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys and Bestseller Lists
5. Accessing Equity In The Classroom Towards Effective Pedagogy For Girls And Boys Free and Paid eBooks
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys Public Domain eBooks
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys eBook Subscription Services
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys Budget-Friendly Options
6. Navigating Equity In The Classroom Towards Effective Pedagogy For Girls And Boys eBook Formats

- ePub, PDF, MOBI, and More
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys Compatibility with Devices
 - Equity In The Classroom Towards Effective Pedagogy For Girls And Boys Enhanced eBook Features
7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Highlighting and Note-Taking Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Interactive Elements Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 8. Staying Engaged with Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 9. Balancing eBooks and Physical Books Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
 11. Cultivating a Reading Routine Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Setting Reading Goals Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Carving Out Dedicated Reading Time
 12. Sourcing Reliable Information of Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - Fact-Checking eBook Content of Equity In The Classroom Towards Effective Pedagogy For Girls And Boys
 - 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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