

International Perspectives On Teaching And Learning With Gis In Secondary Schools

There has been an explosion of interest in teaching excellence in higher education. Once labelled the 'poor relation' of the research/teaching divide, teaching is now firmly on the policy agenda; pressure on institutions to improve the quality of teaching has never been greater and significant funding seeks to promote teaching excellence in higher education institutions. This book constitutes the first serious scrutiny of how and why it should be achieved. International perspectives from educational researchers, award winning teachers, practitioners and educational developers consider key topics, including: policy initiatives research-led teaching teaching excellence and scholarship the significance of academic disciplines research into teaching excellence rewarding through promotion inclusive learning and ICT. Teaching Excellence in Higher Education provides a guide for all those supporting, promoting and trying to achieve teaching excellence in higher education and sets the scene for teaching excellence as a field for serious investigation and critical enquiry.

The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English (IFTE). The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly, and incorporate wide-ranging topics including: • The impact of high stakes testing on teaching and learning; • Addressing the needs of minority groups; • The digitization of literature and new conceptions of text; • Rewriting the canon; • Dealing with curriculum change; • "Best practices" in the teaching of English; • The tension between 'literacy' and 'English'; • English and bilingual education; • The impact of digital technologies on teaching and learning; • Conceptions of English as a subject [secondary and tertiary]; • Bringing the critical into the English/Literacy classroom; • The future of subject English; • Empowering voices on the margins; • Pre-service teacher education; • The social networking English classroom. This text looks at the changing face of subject English from the differing perspectives of policy makers, teacher educators, teachers and their students. It tackles some of the hard questions posed by technological advances in a global society, challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats, the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English.

Literature teaching remains central to the teaching of English around the world. This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English (IFTE). The book captures a state-of-the-art snapshot of leading trends in current literature teaching, as well as detailing predicted trends for the future. The expert scholar and leading teacher contributors, coming from a wide range of countries with fascinatingly diverse approaches to literature teaching, cover a range of central and fundamental topics: literature and diversity; digital literatures; pedagogy and reader response; mother tongues; the business of reading; publishers, adolescent fiction and censorship; assessing responses to literature; the changing definitions of literature and multimodal texts. The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education, resisting the functionalist and narrowly nationalist perspectives of misguided government authorities. International Perspectives on the Teaching of Literature in Schools will be of value to researchers, PhD students, literature scholars, practitioners, teacher educators, teachers and all those in the extensive academic community interested in English and literacy around the world.

International Perspectives on Teaching with Disability Overcoming Obstacles and Enriching Lives Routledge

Examining Teach For All brings together research focused on Teach For All and its affiliate programmes to explore the organisation's impact on education around the world. Teach For All is an expanding global network of programmes in more than 50 countries that aim to radically transform education systems by recruiting talented graduates to teach for two years in under-resourced schools and developing them into lifelong advocates of reform. The volume offers nuanced insights into the interests and contexts shaping Teach For All and the challenges and possibilities inherent in broader efforts to enact education reform on a global scale. This volume is the first of its kind to present empirical research on the emergence and expansion of Teach For All programmes, which replicate and adapt the Teach For America model around the world. The volume traces the network's expansion from its initial launch in 2007 to its growing international presence, as chapters present new research from national contexts as diverse as Bangladesh, Lebanon, and Spain. Using evidence from a range of perspectives and research methodologies, the chapters collectively highlight the ways in which Teach For All and its affiliate programmes are working to alter educational landscapes worldwide. This book will be of great interest for scholars, educators, post-graduate students, and policymakers in the fields of comparative education, teacher education, education leadership, and education policy. It paves the way for future critical inquiry into this expanding global network as well as further investigations of educational change around the world.

Bringing together motivation-related practical concerns and debates from diverse international contexts and educational settings where English is learned, this book shows how locally produced insights and issues can have wider global significance, resonating with the experiences and concerns of English teachers and learners across the world.

This book brings together respected international academics and practitioners from citizenship and drama to debate, share their experiences and plan a way forward for academic and professional best practice in drama and citizenship education for a democratic society. Drawing on international contributions, the chapters explore fundamental ideas about theatre and drama from a global perspective with connections made to action and identity. The main section of the book showcases authors from around the world discussing their perspectives of what is happening within particular countries

and exploring a range of ideas and issues that relate to vitally important matters including community, socialism, post-colonialism, diversity, inclusion and more. The final section of the book brings together teams of authors from citizenship and drama education, who discuss the essential elements of citizenship education and encourage insight and practical collaboration from drama experts. The book is unique in presenting dynamic interaction between citizenship and drama experts and encouraging academics and professional to develop their own work in these areas. It will be of great interest to academics, researchers and students in the fields of citizenship education, drama education and all those interested in promoting social justice through education.

This edited book offers culturally-situated, critical accounts of Content and Language Integrated Learning (CLIL) approaches in diverse educational settings, showcasing authentic examples of how CLIL can be applied to different educational levels from primary to tertiary. The contributors offer a research-based, critical view of CLIL opportunities, challenges and implications in the following areas: teacher education, continuing professional development, assessment, teacher-student dialogue, translanguaging, coursebooks, bilingual education, authenticity, language development and thinking skills. This wide-ranging volume will appeal to students and scholars of English Language Teaching (ELT), language policy and planning, bi- and multilingualism, and applied linguistics more broadly.

This book explores teacher well-being in light of the increasingly ethnically diverse profiles of schools and classrooms, focusing on socially and linguistically diverse teaching contexts. It draws attention to the socio-economic disadvantages that can often be characteristic of ethnically diverse classrooms, prior to examining and reviewing the interconnections between teacher well-being and the implementation of pedagogical processes in the classroom teaching and learning context. Teachers and academics alike report on and address the well-being-related needs of practising teachers. This book contributes to the emerging field of literature on teacher well-being and offers international perspectives on lessons learnt in socially diverse and multilingual teaching contexts. Accordingly, it offers a valuable resource for teacher educators, researchers, pre-service and in-service teachers, and policymakers.

International Perspectives and Research on Social Justice in Mathematics Education is the highly acclaimed inaugural monograph of The Montana Mathematics Enthusiast now available through IAP. The book covers prescient social, political and ethical issues for the domain of education in general and mathematics education in particular from the perspectives of critical theory, feminist theory and social justice research. The major themes in the book are (1) relevant mathematics, teaching and learning practices for minority and marginalized students in Australia, Brazil, South Africa, Israel, Palestine, and the United States., (2) closing the achievement gap in the U.K, U.S and Iceland across classes, ethnicities and gender, and (3) the political dimensions of mathematics. The fourteen chapters are written by leading researchers in the international community interested and active in research issues of equity and social justice.

This book explores terminology, frameworks, and research being conducted worldwide on virtual manipulatives. It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching. By defining terminology, explaining conceptual and theoretical frameworks, and reporting research, the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning. This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic. By discussing these big ideas, the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand-held, touch-screen, and augmented platforms.

In recent years, there has been increasing attention placed on international and transnational aspects of school and higher education curricula, and the different research approaches and lenses through which these issues are studied. This edited volume explores diverse perspectives and discourses of curriculum studies contributed by scholars both within and outside the "majority world". In addition, it tackles both transnational cross-border endeavours involving national governments and policy measures, and the promises, challenges and failings of those formal relationships. The book consists of three sections. The first section provides an introduction and overviews of transnational education in connection with curriculum studies, schooling and higher education. The second section deals with transnational and international perspectives on curriculum studies, schooling and education. The final, third section highlights transnational and international perspectives on higher education. This timely volume tackles the questions often posed by curriculum scholars and educational researchers around the possibility of a transnational approach to curriculum studies and how (and if) a common set of means can transcend national boundaries and sensitivities. It looks at the common issues and problems across nations that international and transnational curriculum and educational research work could address. This volume will appeal to researchers and policy makers interested in transnational education and curriculum studies. This insightful collection of essays explores the ways in which open education can democratise access to education for all. It is a rich resource that offers both research and case studies to relate the application of open technologies and approaches in education settings around the world. Global in perspective, this book argues strongly for the value of open education in both the developed and developing worlds. Through a mixture of theoretical and practical approaches, it demonstrates that open education promotes ideals of inclusion, diversity, and social justice to achieve the vision of education as a fundamental human right. A must-read for practitioners, policy-makers, scholars and students in the field of education.

Efforts to reduce discrimination and increase diversity on campuses, coupled with shrinking budgets causing administrators to devote more resources toward recruiting and retaining students with disabilities, are fuelling an explosion of research in the area of inclusive education. An important focus that has been largely neglected is the place of teachers with disabilities in academe. International Perspectives on Teaching with Disability brings together 25 multi-disciplinary scholars with disabilities from Africa, Canada, the Caribbean, the UK, Israel and the United States to share

their struggles and successes in teaching with disability. The 18 chapters are written largely from autoethnographic perspectives grounded in solid academic research but full of anecdotes and self-reflexive narratives that provide insights into the lived experiences of the authors. Woven into the narratives are discussions of the complexities of self-disclosure and self-advocacy; the varied—and often problematic—ways disability is experienced, perceived and discussed in society and in the classroom; the challenges of navigating academe with disability, the value of disability pedagogy, the positive student outcomes achieved by teaching through disability, as well as practical applications and lessons learned that will benefit educators, administrators and students preparing to become teachers. This book is written to champion the integral place and role of disabled educators in academe. Current educators with disability will be affirmed. Those with disability aspiring to become teachers will be encouraged. Temporarily able-bodied administrators and educators will be challenged. Everyone will be informed. This book will be a welcome addition to reading lists in a wide array of academic fields including: Education, Pedagogy, Disability Studies, Human Resources Management, and Sociology.

“This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes. This volume includes eleven stories from teachers based across every continent, providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly (if erroneously) viewed as mostly responsible for its implementation success or failure. The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes, and how they might better support teachers’ attempts to achieve curriculum goals. Edited and authored by leading experts in the field, this ground-breaking collection will be of interest to students and scholars of English language teaching, teacher education, curriculum change and education policy.”

Distance education, for long the Cinderella of the educational spectrum, had emerged in the 1970s and early 1980s as a valued component of many national educational systems in both developed and developing countries. The foundation of the Open Universities, developments in communications technology and in audio-, video- and computer-based learning, a new sophistication in the design of print-based materials and better support systems for the student learning at a distance had all contributed to the availability and quality of distance education programmes. Originally published in 1988, this book chronicles this great change in distance education. It presents the best writings on the subject published during the previous ten years. The articles selected for this volume provided a new scholarly basis for the theory and practice of distance education. The editors have brought together contributions from many countries and present authoritative introductions to each of the nine sections. This book provided those in both developed and developing countries with a guideline to one of the most rapidly expanding areas of education at the time.

This volume addresses the need for an international perspective on global education, and provides alternate voices to the theme of global education. The editors asked international educators in different contexts to indicate how their own experience of global education addresses the broad and contested concepts associated with this notion. Following the lead of the internationally acknowledged authors from North America, Europe, Africa, Australia, and Asia, perspectives were provided on a wide variety of contexts including tertiary education, and teacher education; various pedagogies for global education, including digital pedagogies; and curriculum development at school, tertiary and community levels. *Contesting and Constructing International Perspectives in Global Education* explores the tensions inherent in discussions of global education from a number of facets including spatial, pedagogical, temporal, social and cultural; and provides critical, descriptive and values-laden interpretations. The book is divided into five sections, “Temporal and Spatial Views of Global Education”; “Telling National Stories of Global Education”; “Empowering Citizens for Global Education”; “Deconstructing Global Education”; and “Transforming Curricula for Global Education”. It is envisaged as a starting point for a stronger international conception of global education and a way to build a conversation for the future of global education in a neo-liberal and less internationally confident time.

The *Handbook of International Perspectives on Early Childhood Education* provides a groundbreaking compilation of research from an interdisciplinary group of distinguished experts in early childhood education (ECE), child development, cultural and cross-cultural research in the psychological sciences, etc. The chapters provide current overviews of ECE in Latin America and the Caribbean, the Middle East, Asia, Australia, Africa, Europe, the US, and Canada, and convey how ECE is multi-sectorial, multi-cultural, and multi-disciplinary, undergirded by such disciplines as neuroscience, psychological anthropology, cross-cultural human development, childhood studies, and political science.

This thought-provoking collection examines the challenge of teacher shortages that is of international concern. It presents multiple perspectives, and explores the commonalities and differences in approaches from around the world to understand possible solutions for the current teacher workforce crisis. Acknowledging that solutions to attract and retain teachers vary by country, region and in some cases locality, the contributors scrutinise a range of workforce planning interventions at local and government level, including financial incentives and early career support. The book draws on different perspectives to understand a range of problems that negatively affect teacher recruitment and retention, unpicking key challenges, including links between the disadvantages of location and access to teachers for coastal and rural schools, rising pupil numbers, declining school budgets and the role of professional learning in raising teacher status. Abundant in critiques, research-informed positions and context-specific discussions about the impact of teacher workforce supply and shortages, this book will be valuable reading for teacher educators, educational leaders, education policy makers and academics in the field.

This edited book provides professionals in the field of English Language Teaching (ELT) with a situated and culturally-responsive account of diversity and inclusion in English language education, from primary to higher education and in a

wide range of settings. The volume focuses on three overlapping areas: interculturality, special education needs, and gender. The chapters in each section seek to help readers reflect on the opportunities and challenges of diversity as a step towards inclusive practices, and raise awareness of critical topics across the curriculum and beyond by engaging in wider social issues. This book will be of interest to language teachers and teacher trainers, as well as scholars working in applied linguistics, higher education, intercultural studies, and related fields. Dario Luis Banegas is a Lecturer in TESOL in the University of Strathclyde and an Associate Fellow with the University of Warwick, UK. His main teaching and research interests are CLIL, action research, and initial English language teacher education. Griselda Beacon is a Lecturer in Literature at Universidad de Buenos Aires and at several teacher training colleges in Buenos Aires, Argentina. A NILE (Norwich Institute for Language Education) trainer in the UK, she has an MA in Literature from Philipps-Universität Marburg, Germany. Her interests include literature and intercultural education. Mercedes Perez Berbain is a former Lecturer in Teaching Practice at Joaquin V. Gonzalez College of Education, Argentina. She holds an MA in Education from Oxford Brookes University, UK and is involved in CPD (ESSARP, OUP, Pilgrims). Her main interests include teaching young learners and teacher development.

International Perspectives on Education is intended for those with an interest in education as an academic area, including students of Education Studies and MA Education. It is also suitable for those who have an interest in applied theory, including those involved in or training for the teaching profession; and to those who are concerned with the management and governance of education: those who formulate policy, those charged with inspecting or advising the profession, and those (such as head teachers or school governors) whose task is to guide others.

Interest in knowledge integration grew considerably in recent years, particularly within the realm of pre-service teacher education. However, studies on the topic conceptualize knowledge integration in diverse ways. For example, it may be conceived as a specific coherence-building learning process which involves not only acquiring but interrelating knowledge of different types or from different domains, which together constitute a teacher's or educational specialist's professional knowledge base. Furthermore, knowledge integration also refers to the meaningful application of knowledge of different types and from various domains in order to act professionally and to teach successfully. In many countries, however, future teachers and educational specialists often struggle with knowledge integration, because the task of integrating knowledge across domains, from various courses, and from practical training is left largely to the individuals. Thus, the efficacy and quality of higher education programs, particularly in pre-service teacher education, could be improved through careful attention to knowledge integration. This book aims at facilitating the consideration of knowledge integration in teacher training and higher education in both research and practice. Specifically, it explores theoretical conceptions and methods, and reports on original research and good practices for fostering knowledge integration. It is thus of interest to researchers, faculty board members, and lecturers concerned with teacher training and higher education, as well as to student-teachers and students of pedagogy, education, and educational psychology. This book offers a holistic practitioner and research-based perspective on English Language Teaching and teacher education in difficult circumstances. In addition to extending the current conceptualization of 'difficult circumstances' in ELT to include the broader policy issues that may affect ELT in low-to-mid income countries, the book focuses on the challenges faced by practitioners and learners in contexts of confinement, conflict and special education. The chapters in this collection examine the challenges and problems that emerge from the complex current ELT environment, and present examples of contextualized inquiry-based strategies and interventions to address these challenges. Underlining the need to extend the boundaries of the discipline of ELT to include teaching-learning in less privileged contexts, this wide-ranging volume will appeal to students, scholars and practitioners of English Language Teaching.

This book is a defense of linguistic pluralism and language policies and practices in education that sustain that ideal. Educational meanings and models are influenced by different populations and different social and historical contexts. International comparisons can shed interesting light on the issues. Therefore, the purpose of the book is to provide scholars an international comparative understanding of language policy, its relation to educational practice, and current debates within the field. The book is divided into three sections dealing with the general topical areas of policy, practice, and controversy. This book will be of interest to policy-makers, scholars, and graduate students in the areas of bilingual education, language policy, and sociolinguistics.

The COVID-19 pandemic has accelerated growth in online education across the world, forcing many to learn remotely. Presenting case studies from authors around the globe, this volume provides College and university personnel with research, theoretical foundations, and best practice to support and engage online learners.

This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

Sport Education: International Perspectives presents a series of studies of the innovative pedagogical model that has taken the physical education world by storm. Since the emergence of the Sport Education model in the mid-1990s, it has been adopted and adapted in physical education programs around the world and a new research literature has followed in its wake. This book offers a review of international Sport Education schemes and projects, and documents what it takes to run a successful Sport Education program. Exploring Sport Education across all levels of education, from the elementary school to the university, the book provides answers to key questions such as: what models have been developed to teach Sport Education? what do successful SE programs look like? what do teachers think about SE and how to make it work? what are the implications for professional development across the range of human movement studies? With contributions from leading international scholars and practitioners from the US, Europe and Asia, this book offers a more thoughtful and critical set of perspectives on sport education than any other. It is essential reading for any student, pre-service teacher, classroom teacher or university instructor working in SE, PE, youth sport, sports coaching or related disciplines.

Where To Download International Perspectives On Teaching And Learning With Gis In Secondary Schools

The college sector is facing a growing number of new challenges caused by technological change, globalisation and the growth of mass higher education. *New Frontiers for College Education* considers the impact these changes have had and explores the developing role of college education in countries throughout the world. Whilst analysing the issues associated with providing high quality vocational education and training, the book also reflects on the role of colleges in widening access to both further and higher education. Drawing together contributions from leading international academics, policymakers and practitioners, the book explores common themes across these diverse societies, as well as some of the key challenges experienced within individual countries. It considers the distinctive contributions that colleges can make in responding to these challenges through apprenticeships and other types of vocational education and training. Contributors discuss the growing emphasis on creating more integrated systems of tertiary education, recognising that colleges and universities are now expected to work more closely together and that these diverse demands can be difficult to reconcile. Providing an authoritative and timely analysis of the changing role of colleges in contemporary society, this book will be of great interest to academics, researchers and postgraduate students in the areas of further and higher education, vocational education and training, lifelong learning, and skills development. It should also be essential reading for policymakers, as well as practitioners working in colleges and other institutions of higher and further education.

This book reviews the *Teacher Education and Development Study: Learning to Teach Mathematics*, which tested 23,000 primary and secondary level math teachers from 16 countries on content knowledge and asked their opinions on beliefs and opportunities to learn. *Elite Education – International Perspectives* is the first book to systematically examine elite education in different parts of the world. Authors provide a historical analysis of the emergence of national elite education systems and consider how recent policy and economic developments are changing the configuration of elite trajectories and the social groups benefiting from these. Through country-level case studies, this book offers readers an in-depth account of elite education systems in the Anglophone world, in Europe and in the emerging financial centres of Africa, Asia and Latin America. A series of commentaries highlight commonalities and differences between elite education systems, and offer insights into broader theoretical issues, with which educationalists, researchers and policy makers are engaging. With authors including Stephen J. Ball, Donald Broady, Rubén Gaztambide-Fernández, Heinz-Hermann Krüger, Maria Alice Nogueira, Julia Resnik and Agnès van Zanten, the book offers a benchmark perspective on issues frequently glossed over in comparative education, including the processes by which powerful groups retain privilege and 'elite' status in rapidly changing societies. *Elite Education – International Perspectives* will appeal to policy makers and academics in the fields of education and sociology. Simultaneously it will be of special relevance to post-graduates enrolled on courses in the sociology of education, education policy, and education and international development.

Teacher research is recognized, in ELT and education more generally, as a powerful transformative strategy for teacher development and school improvement. This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher.

International Perspectives on Intercultural Education offers a comprehensive analysis of intercultural education activity as it is practiced in the countries of Australia, New Zealand, Malaysia, the Netherlands, Romania, Spain, England, South Africa, Ghana, Nigeria, the United States, Canada, and Mexico. Chapters by key scholars and practitioners from these nations inform the reader of current educational practice related to diversity. Each author, responding to a common series of guiding questions, presents: *a brief description of the national educational system in her or his country; *descriptive data on demographics in these countries, including data on various subgroups and subcultures and their experiences with the mainstream educational system; * a discussion of the perceived obstacles to addressing intercultural issues in schools and solutions to overcoming these obstacles; and *a comprehensive analysis of intercultural information on how teacher preparation institutions address intercultural education at the present time. An overall concern of each chapter author is how intercultural approaches can be employed to solve the difficulties faced by both individuals and schools while maintaining the cultural integrity of the child.

This, the first publication to collate a broad international perspective on the pedagogical value of GIS technology in classrooms, offers an unprecedented range of expert views on the subject. Geographic Information Systems (GISs) are now ubiquitous and relatively inexpensive. They have revolutionized the way people explore and understand the world around them. The capability they confer allows us to capture, manage, analyze, and display geographic data in ways that were undreamt of a generation ago. GIS has enabled users to make decisions and solve problems as diverse as designing bus routes, locating new businesses, responding to emergencies, and researching climate change. GIS is also having a major impact in the classroom. Students and teachers around the world are using this significant emerging technology in the secondary school classroom to study social and scientific concepts and processes, to broaden their technical skills, and to engage in problem solving and decision making about local and global issues. *International Perspectives on Teaching and Learning with GIS in Secondary Schools* brings together authors from 34 countries who profile the current status of GIS in secondary school teaching and learning in their country. Each chapter includes a summary of the country's educational context, a case study illustrating how GIS is used in secondary schooling, and an assessment of the opportunities and challenges in teaching and learning with GIS now and in the future. The book demonstrates that GIS is not only a technological tool to be used in the classroom, but also a catalyst for motivation, encouragement, and cooperation in understanding and solving global problems. The most up to date and extensive survey of GIS in the secondary education landscape, covering both principles and practice. Professor David Maguire, Pro-Vice-Chancellor, Birmingham City University, UK

International Perspectives on Teaching and Learning With GIS in Secondary Schools is a highly relevant, critically important, reflective contribution to the literature, providing strong arguments supporting the inclusion for spatial studies for all in secondary school education. Karl Donert, President, EUROGEO This is an invaluable and inspirational examination of innovation in geospatial technologies in secondary schools around the world. Each chapter contains practical models for how to integrate powerful tools for spatial analysis into a range of subjects. It will be useful to classroom teachers and administrators seeking pathways to implementation and teacher educators considering how to prepare the next generation to use geospatial technologies. Sarah Witham Bednarz, Department of Geography, Texas A&M University, College Station, TX, USA

In recent years, the use of technology for the purposes of improving and enriching traditional instructional practices has received a great deal of attention. However, few works have explicitly examined cognitive, psychological, and educational principles on which technology-supported learning environments are based. This volume attempts to cover the need for a thorough theoretical analysis and discussion of the principles of system design that underlie the construction of technology-enhanced learning environments. It presents examples of technology-supported learning environments that cover a broad range of content domains, from the physical sciences and mathematics to the teaching of language and literacy. The emphasis in this book is not on the design of educational software but on the design of learning environments. A great deal of research on learning and instruction has recently moved out of the laboratory into the design of applications in instructional settings. By designing technology-supported learning environments instructional scientists attempt to better understand the theories and principles that are explicit in their theories of learning. The contributors to this volume examine how factors such as social interaction, the creation of meaningful activities, the use of multiple perspectives, and the construction of concrete representations influence the acquisition of new information and transfer.

""This book explores ways of intertwining key areas of early childhood education, including international approaches, intercultural education, bilingual education, and the role of play and toys as means for meaningful intercultural and multilingual learning"--Provided by publisher"--

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This four-part volume identifies the problems and issues in late 20th and early 21st-century history education, working towards an understanding of this evolving field. It aims to give both students and teachers insights into the best way of developing historical understanding in pupils.

This book is the latest volume in the Research on Stress and Coping in Education series. The authors present original research and current theory regarding the realities of coping with the stresses of teaching. The chapters highlight working conditions for teachers around the globe and the processes and strategies that teachers use to survive and thrive in their daily work with students, families, and educational administrators. Both stress researchers and educational policy makers will find the chapters offer insights into sources of stress for teachers, strategies for stress prevention and coping, and the negative consequences that stress can have on teacher retention. Researchers from Norway, Turkey, Greece, the United States, the Netherlands, Germany, Russia, Italy, and China illustrate through a variety of research methods both the centrality of cultural context and the commonalities of teacher experiences around the world.

This volume documents on-going research and theorising in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in the life world of people whether these range from the everyday individual numeracy level to sophisticated new problems for society at large. Mathematical modelling and real world applications are considered as having potential for multi-disciplinary work that involves knowledge from a variety of communities of practice such as those in different workplaces (e.g., those of educators, designers, construction engineers, museum curators) and in different fields of academic endeavour (e.g., history, archaeology, mathematics, economics). From an educational perspective, researching the development of competency in real world modelling involves research situated in crossing the boundaries between being a student engaged in modelling or mathematical application to real world tasks in the classroom, being a teacher of mathematical modelling (in or outside the classroom or bridging both), and being a modeller of the world outside the classroom. This is the focus of many of the authors of the chapters in this book. All authors of this volume are members of the International Community of Teachers of Mathematical Modelling (ICTMA), the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace.

In the continuing global call for educational reforms and change, the contributors in this edited collection address the critical issue of teacher learning from diverse national contexts and perspectives. They define "teacher learning that matters" as it shapes and directs pedagogical practices with the goal of improving student learning. Student achievement is broadly and inclusively defined, beyond the test scores so often identified as the mark of "success" in the research literature. This book weaves together major studies, research findings and theoretical orientations to represent a globalized network of inquiries into the what, how and why of teacher learning that shapes teacher skill and knowledge. Teacher learning matters on an international scale because teachers are the portals through which any initiative for change and reform is realized. Recognizing that a highly skilled teaching force is instrumental to improving student achievement adds import to generating interactive dialogue on teacher learning around the globe.

The education of second language teachers takes place across diverse contexts, levels, settings, and geographic regions. By bringing together research, theory, and best practices from a variety of contexts (ESL/EFL, foreign language, bilingual and immersion education), this book contributes to building meaningful professional dialogue among second-language teacher educators. Featuring an international roster of authors, the volume is comprised of 18 chapters organized in four thematic sections: the knowledge base of second language teacher education; second language teacher education contexts; collaborations in second language teacher education; and second language teacher education in practice. Second Language Teacher Education: International Perspectives is an essential professional resource for practicing and prospective second language teacher educators around the world.

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