Yancey explores reflection as a promising body of practice and inquiry in the writing classroom. Yancey develops a line of research based on concepts of philosopher Donald Schon and others involving the role of deliberative reflection in classroom contexts. Developing the concepts of reflection-in-action, constructive reflection, and reflection-in-presentation, she offers a structure for discussing how reflection operates as students compose individual pieces of writing, as they progress through successive writings, and as they deliberately review a compiled body of their work—a portfolio, for example. Throughout the book, she explores how reflection can enhance student learning along with teacher response to and evaluation of student writing. Reflection in the Writing Classroom will be a valuable additional to the personal library of faculty currently teaching in or administering a writing program; it is also a natural for graduate students who teach writing courses, for the TA training program, or for the English Education program.

Throughout the world, teacher education is once more in the spotlight. This book focuses on recent trends and experiences in England and Wales, where external pressures have caused tension between the technician model of teacher education, in which teachers learn primarily on the job alongside colleagues, and traditional forms of teacher education based in higher education institutions. This tension superficially replicates an old dichotomy between practice and theory. The contributors to this volume reflect on ideas and attempts to integrate theory and practice. Key questions and themes recur: the balance and relationship between work done in school on the job and work away from the workplace, such as in universities; teacher education as a partnership activity; and the need to critically examine the institutional, cultural, and historical context in which they work.

In this much needed resource, Maryellen Weimer—one of the nation’s most highly regarded authorities on effective college teaching—offers a comprehensive work on the topic of learner-centered teaching in the college and university classroom. As the author explains, learner-centered teaching focuses attention on what the student is learning, how the student is learning, the conditions under which the student is learning, whether the student is retaining and applying the learning, and how current learning positions the student for future learning. To help educators accomplish the goals of learner-centered teaching, this important book presents the meaning, practice, and ramifications of the learner-centered approach, and how this approach transforms the college classroom environment. Learner-Centered Teaching shows how to tie teaching and curriculum to the process and objectives of learning rather than to the content delivery alone.

2013 Outstanding Book Award, American Association of Colleges for Teacher Education (AECTE) Preparing Every Teacher to Reach English Learners presents a practical, flexible model for infusing English learner (EL) instruction into teacher education courses. The editors outline the key steps involved in this approach—winning faculty support, assessing needs, and developing capacity—and share strategies for avoiding pitfalls. The central chapters feature sample courses illustrating how EL content can be incorporated into standard courses (human development, learning disabilities, and social foundations) and across subject areas and topics (math, science, social science, physical education, and classroom management). Most preservice teacher candidates report that they feel unprepared to work with English learners. This practical, flexible model for infusing EL content into teacher education will provide an invaluable resource in shaping the next generation of teachers.

This groundbreaking book explores infants' amazing capacity to learn and presents a reflective approach to teaching inspired by the early childhood schools in Reggio Emilia, Italy. Readers will find valuable insights into how to design an infant care program, plan curriculum, assess learning, and work with families. User-friendly features include vignettes, photographs of infant classrooms, diagrams and instructive charts, research highlights, and questions for reflection. Classroom Observation explores the pivotal role of lesson observation in the training, assessment and development of new and experienced teachers. Offering practical guidance and detailed insight on an aspect of training that is a source of anxiety for many teachers, this thought-provoking book offers a critical analysis of the place, role and nature of lesson observation in the lives of education professionals. Illustrated throughout with practical examples from a range of education settings, it considers observation as a means of assessing teaching and learning and also as a way of developing teachers' skills and knowledge. Key topics include: The purposes and uses of lesson observation The socio-political and historical context in which lesson observation has developed
Practical guidance on a range of observation models and methods Teacher autonomy and professional identity Performance management, professional standards and accountability Peer observation, self-observation and critical reflection Using video in lesson observation. Written for all student and practising teachers as well teacher educators and those engaged in educational research, Classroom Observation is an essential introduction to how we observe, why we observe and how it can be best used to improve teaching and learning.

This guidebook helps university personnel design or revise teacher preparation courses in gifted education to align with the new standards required by NCATE for program accreditation.

Test Prep for UGC-NET/JRF/SET Teaching and Research Aptitude

In the last decades, progress in the field of pre-service and in-service teacher education has been evident. Despite the developments of curriculum programs, models and designs, various challenges are shaping the field. Models of teacher education are usually presented as ‘research-based’, but related research is often invisible or fragmented. The ‘support for teachers’ and the ‘improvement of instruction’ are only loosely coupled and their interdependence is not highlighted. These challenges were the impetus to initiate this publication. Individual approaches, models or designs of pre-service and in-service teacher education developed by the authors (action research, video clubs, lesson studies, and others) are introduced and their impact and shortcomings for further development are specified. In the concluding chapter, a reflective discussion across individual approaches to reveal particular issues that are shaping the field is provided. Practitioners as well as researchers in the field of teacher education can benefit from this book.

The book fills a gaping hole in the teacher education literature. Nowhere is there a volume that globally surveys teacher education pedagogies and invites international scholars to describe the most productive ones in their home countries.

How does classroom observation support your professional development? How can you observe as effectively as possible? Highly regarded as one of the most widely used and authoritative texts on this topic, An Introduction to Classroom Observation is an essential text for anyone serious about becoming a good teacher or researcher in education. Now part of the Routledge Education Classic Edition Series, E.C. Wragg’s straightforward guide includes a combination of case studies, photographs and illustrations to show how various people study lessons for different purposes and in different contexts. It outlines a range of approaches in clear language and gives examples of successful methods that have been employed by teachers, student teachers, researchers and pupils. With a new preface from Professor Richard Pring, the classic edition of this indispensible text is for a new generation of education professionals serious about becoming good teachers and researchers.

This volume extends the knowledge base supporting research-informed child care for infants and toddlers, while simultaneously highlighting areas of study ripe for future research. The authors demonstrate from a systems perspective, that the experiences and outcomes of very young children in child care are influenced by characteristics of and interactions between the children, adults, and settings. Varying methodological approaches as well as the utilization of newer data collection instruments inform the field’s understanding of current practices and procedures while offering guidance for future programming and policy. In turn, the chapters highlight a plethora of open questions and a need for a new generation of research to support the field of infant/toddler care. Future challenges are evident in the recognition of the inadequate nature of our current measures of child outcomes and classroom processes, the field’s unmet promise to incorporate interdisciplinary perspectives, and the need for newer methodological designs that blend the strengths of quantitative and qualitative approaches. These issues are important given the growing demand for infant/toddler care and the increasing recognition of the unique role of this age period in serving as the foundation for all later development. This book was originally published as a special issue of Early Education and Development.

The third edition of this popular reader reflects considerable changes. With over seventy readings representing a wide diversity of theorists, it offers a breadth of coverage not available in other collections. The framework for understanding theory as a set of conversations over time is maintained and deepened, with a focus on key transitional theorists who helped pave the way from classical to contemporary theory. New contextual and biographical materials surround the primary readings, and each chapter includes a study guide with key terms, discussion questions, and innovative classroom exercises. The result is a fresh and expansive take on social theory that foregrounds a plurality of perspectives and defines contemporary trends in the field, while being both an accessible and manageable teaching tool.

This book explores the future of doctoral research and what it means to be involved in all stages of the process, providing international insights into what's changing, why it's changing and how to work best with these changes. It looks at the key issues that have been thrown into sharp relief by crises such as world pandemics. Drawing on work from outstanding authors, this book shows the ways in which the doctoral process has altered the supervisor/supervisee model and the challenges that now need to be managed, and demonstrates the importance of aligning all the stakeholders, systems and processes to ensure a successful future for doctoral education. Bringing together a range of perspectives, innovative practices and rigorous research, this book tackles topics such as: how doctoral research changes in keeping with the global expansion and transformation of doctoral education programmes the significant influence funding bodies – be they charities, governments, businesses or non-governmental agencies – can have on doctoral research the extent to which doctoral research penetrates daily life and vice versa how to encourage and embed an ethical approach to research, as well as university responses to external challenges. Uniquely international and bringing together the many stakeholders in the research business, this book is essential reading for all doctoral supervisors, candidates and anyone involved in designing or organising research programmes for early career researchers and doctoral students.

This publication offers practical support to those in British higher education implementing the Observation of Teaching
governmental directives. It provides discussion of key issues as well as a range of materials on how to carry out teaching observation including 23 checklists. The materials are grouped in four main areas: general issues, self assessment, peer assessment, and student observation. The chapters are as follows: (1) "Editorial" (Sally Brown and Gareth Jones); (2) "Observing Teaching" (Stewart Rawnsley); (3) "Ways of Observing: Comment" (Gareth Jones); (4) "Observing Teaching: Issues and Outcomes" (Sally Brown, Clive Colling); (5) "Observing Teaching in Other Contexts" (George Brown); (6) "What To Do Before the Session: Some Guidance on Observation of Higher Education" (Gareth Jones); (7) "Self Assessment: Reflecting on Your Own Teaching: Observation Checklists 2-6" (Graham Gibbs); (8) "Watching Yourself Teach and Learning from It" (Tony Claydon and Liz McDowell); (9) "Observing Teaching in Higher Education" (Sally Brown); (10) "Peer Assessment: Checklists 7-20, Giving and Receiving Feedback, Developing an Observation Schedule"; (11) "Observation of Teaching: Guidelines for Observers and Observed, Observation Checklist 21" (Hazel Fullerton); and (12) "Student Observation: Checklists 22 and 23." The thirteenth chapter is an annotated bibliography containing nine references. (JB)

The focus of this book is on the ways in which service learning and multicultural education can and should be integrated so that each may be strengthened and consequently have greater effect on educational and social conditions. It offers a significant attempt to forge a dialogue among practitioners of service learning and multicultural education. The overriding theme is that service learning without a focused attention to the complexity of racial and cultural differences can reinforce the dominant cultural ideology, but academic work that seeks to deconstruct these norms without providing a community-based touchstone isolates students and schools from the realities of the larger communities of which they are part. Although the chapter authors provide varied perspectives on the benefits and challenges of integrating multicultural education and service learning, they all are committed to a vision of education that synthesizes both action and reflection. None of the authors pretend to have all the answers to what this integration should look like, nor do they believe that today's social problems are easily ameliorated through education. Rather, they share theories, practices, failures, and triumphs in order to further the conversation about the importance of aligning what educators say about the world and how they act in and on it. These authors share the view that multicultural education is truly transformative for students only when it includes a community action component, and likewise, service learning is truly a catalyst for change only when it is done from a multicultural and socially just perspective. It is their hope that the ideas explored in this book will further the work of those who share a commitment to the integration of action and reflection.

This is the third and final book in the series Transformative Pedagogies in Teacher Education. Like the first two books in the series it is geared towards practitioners in the field of teacher education. This third book focuses on transformative leadership in teacher education. In other words, the kind of leadership and practices that will be important and necessary to bring about the kind of changes that both teachers and students seek to improve educational outcomes for all students, but in particular Black, Indigenous and racialized students who have been traditionally underserved by the education system. Teacher leadership plays an important role in transformative educational change that challenges all forms of oppression and white supremacy. This book features chapters by a collection of scholars, teacher educators, researchers, teacher advocates and practitioners drawing on their research and experiences to explore critical issues in teacher education. The book will be useful to teacher educators working with teacher candidates in different contexts, experienced teachers and school leaders. Given demographic shifts and the need for educators to respond to growing diversity in schools, educators will find valuable strategies in Transformative Pedagogies in Teacher Education: Re-Imagining Transformative Leadership in Teacher Education they can employ in their own practice. In addition to valuable strategies, authors explore different approaches and perspectives critical in these changing and challenging times. Critical notions of education are posited from different perspectives and contexts. This book will be useful for teacher education programs, principal preparation programs, in-service teachers, school boards and districts engaging in ongoing professional development of teachers and school leaders.

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

Defining Racist and Racism -- The Slippery Nature of Racial Microaggressions -- The Inability of Whites to See Themselves as Racial Beings -- Using Narrative Disclosure to Set a Tone for Examining Race -- Colleagues as Critical Lenses on Race -- What Educators Say about the World and How They Act in and on It -- Academic Work That Seeks to Deconstruct These Norms Without Providing a Community-Based Touchstone. Although the chapter authors provide varied perspectives on the benefits and challenges of integrating multicultural education and service learning, they all are committed to a vision of education that synthesizes both action and reflection. None of the authors pretend to have all the answers to what this integration should look like, nor do they believe that today's social problems are easily ameliorated through education. Rather, they share theories, practices, failures, and triumphs in order to further the conversation about the importance of aligning what educators say about the world and how they act in and on it. These authors share the view that multicultural education is truly transformative for students only when it includes a community action component, and likewise, service learning is truly a catalyst for change only when it is done from a multicultural and socially just perspective. It is their hope that the ideas explored in this book will further the work of those who share a commitment to the integration of action and reflection.

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New research in mathematics education deals with the complexity of the mathematics' classroom. The classroom teaching situation constitutes a pertinent unit of analysis for research into the ternary didactic relationship which binds teachers, students and mathematical knowledge. The classroom is considered as a complex didactic system, which offers the researcher an opportunity to gauge the boundaries of the freedom that is left with regard to choices about the knowledge to be taught and the ways of organizing the students' learning, while giving rise to the study of interrelations between three main elements of the teaching process: mathematical content to be taught and learned, management of the various time dimensions, and activity of the teacher who prepares and manages the class, to the benefit of the students' knowledge and the teachers' own experience. This volume, reprinted from Educational Studies in Mathematics, Volume 59, focuses on classroom situations as a unit of analysis, the work of the teacher, and is strongly anchored in original theoretical frameworks. The contributions are formulated from the perspective of one or more theoretical frameworks but they are tackled by means of empirical investigations.

With the ever-growing proliferation of electronic and other popular media, the complexity of relationship between what students see and hear, what they believe and how they interact with one another underscores now, more than ever, the need for across-the-curriculum teaching of critical thinking, critical reading, and critical viewing skills. The emerging consensus is that teaching critical viewing skills bolsters students' abilities in traditional disciplines, combats problems of youth apathy, violence, and substance abuse, and improves students', parents, and teachers' attitudes toward school. Intermediality: Teachers' Handbook of Critical Media Literacy challenges the practice of teaching the classics and the canon of acceptable literary works far removed from students' experiences, with emphasis on learning environment over the presentation of any specific or specified content. The authors, Ladislaus Semali and Ann Watts Pailliotet, present literacy education as 'intermedial' in nature; it entails constructing connections among varying conceptions and sign systems. Reading printed texts requires more than simply decoding letters into words or sounds; it involves finding meaning, motive, structure, and affect. The same goes for reading the electronic text. The authors argue for the discourse of literacy to take up a critical stance by examining a whole wide array of texts that form the meaning-making process of the looming information age. Intermediality examines, extends, and synthesizes the existing literary definitions, texts, theories, processes, research and contexts. It brings into focus the possibilities of working with media texts to address questions adapted from linguists and literary educators. Thus, in this book, critical media literacy becomes a competency to read, interpret, and understand how meaning is made and derived from print, photographs and other electronic and graphic visuals.

Trusted-Based Observations teaches observers to build trusting relationships with teachers as they engage in frequent observations and reflective conversations with them. Using the manageable observation form and data driven goal setting, the result is teachers embrace risk-taking and take growth steps necessary for significant teaching improvement. --Matthew O'Leary, author of Classroom Observation: A Guide to the Effective Observation of Teaching and Learning and Reclaiming Lesson Observation: Supporting Excellence in Teacher Learning

This book evaluates the origins of processes of change in language teaching in China, and the factors influencing their success. Examining diverse experiences and drawing on the perspectives of academics from the top institutions in the country, the authors analyse the complex interplay between global and local influences on language policies. Encouraging discussion of the significant education reforms that have taken place in China in recent years, this work will be of interest to students and scholars of language education, English as a Second Language and applied linguistics.

The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading- and how it fits into the larger, comprehensive assessment system.
This volume identifies resources, models, and specific practices for improving teacher preparation for work with second language learners. It shows how faculty positioned themselves to learn from resources, experts, preservice teachers, their own practice, and each other. The teacher education professionals leverage their experience to offer theoretical and practical insights regarding how other faculty could develop their own knowledge, improve their courses, and understand their influence on the preservice teachers they serve. The book addresses challenges others are likely to experience while improving teacher preparation, including preservice teacher resistance, the challenge of adding to already-packed courses, and the difficulty of recruiting and retaining busy faculty members, and the question of how to best frame the larger issues. The authors also address options for integrating the work of improving teacher preparation for linguistic diversity into a variety of different teacher education program designs. Finally, the book demonstrates a data-driven approach that makes this work consistent with many institutions' mandate to produce research and to collect evidence supporting accreditation.

In the third edition of this bestselling book, instructional leadership expert Sally Zepeda shares eleven more field-tested, informal classroom observation tools designed specifically for school personnel working with teachers to assist them in developing their instructional strategies. The book includes the most comprehensive set of tools available today for classroom walkthroughs, professional development, and effective feedback. It is an invaluable resource for instructional coaches, curriculum coordinators, department chairs, and school leaders. The revised third edition includes: 51 tools usable in print, on laptop computers, or on electronic tablets Strategies for conducting post-observation conferences Indexes to browse and choose the tools that best fit your individual needs.

The book comprises papers presented at the 7th International Conference on University Learning and Teaching (IncULT) 2014, which was hosted by the Asian Centre for Research on University Learning and Teaching (ACRULeT) located at the Faculty of Education, Universiti Teknologi MARA, Shah Alam, Malaysia. It was co-hosted by the University of Hertfordshire, UK; the University of South Australia; the University of Ohio, USA; Taylor's University, Malaysia and the Training Academy for Higher Education (AKEPT), Ministry of Education, Malaysia. A total of 165 papers were presented by speakers from around the world based on the theme “Educate to Innovate in the 21st Century.” The papers in this timely book cover the latest developments, issues and concerns in the field of teaching and learning and provide a valuable reference resource on university teaching and learning for lecturers, educators, researchers and policy makers.

Our bestselling Reflective Teaching, Effective Learning is a practical approach to developing personal "instructional literacy,” a series of ideas that empower library professionals at any level of experience to become better and more confident educators. This second edition of RTEL will revisit and modernize dated technology and pedagogical content and will feature several chapters of new content in a new Part 3, such as more comprehensive treatments of assessment, collaboration, and leadership. Revised content: Each existing chapter in the first edition will be reviewed for comprehensiveness and currency but will not undergo major content overhauls. Additional content: Addition to Part I: Chapter 8: Meaningful Assessment (more focused content on learner and self-assessment). New content: Part III: Strategy and Scaffolding: Collaboration That Matters (teaching collaborations/institutional IL partnerships/working with faculty) 15 Developing a Program, Reflecting a Curriculum (IL program development, curriculum mapping, identifying institutional priorities) 16 Outreach and Advocacy (demonstration of value, more assessment) 17 Thoughts on Leadership (management strategies, personal career development, etc.)

"David Solway describes the betrayal of the ancient covenant between teacher and student, the loss of passion on one side, and eagerness on the other, to the detriment of us all." --Jacket.

Reflective Language Teaching: Practical Applications for TESOL Teachers is an extensively revised and updated second edition of the popular and accessible text Reflective Language Teaching: From Research to Practice originally published in 2008. This fully up-to-date second edition includes: an expanded preface - updated case studies and new cases throughout that deal with new developments in language teaching and reflective practice - fully updated citations - three brand new chapters, on online reflective practice and teaching young learners, and a new final chapter on developing a "culture of reflection" As in the first edition, this book outlines strategies for professional development through reflective practice in the language classroom. Accessible and comprehensive, the book presupposes no prior knowledge of linguistics or language teaching, and each chapter includes reflective discussion questions to help the reader apply the strategies and procedures discussed.

This practical resource book provides a collection of materials for use on mentor courses. It presents a range of activities and processes for exploring the roles and duties of mentors and for developing and practicing the skills required. The book begins with a discussion of the Principles and practice of mentor courses. There then follow several chapters that provide a wide range of in-session activities. The final chapters provide suggestions and materials for projects and assignments.

Effective science teaching requires creativity, imagination, and innovation. In light of concerns about American science literacy, scientists and educators have struggled to teach this discipline more effectively. Science Teaching Reconsidered provides undergraduate science educators with a path to understanding students, accommodating their individual differences, and helping them grasp the methods--and the wonder--of science. What impact does teaching style have? How do I plan a course curriculum? How do I make lectures, classes, and laboratories more effective? How can I tell what students are thinking? Why don’t they understand? This handbook provides productive approaches to these and other questions. Written by scientists who are also educators, the handbook offers suggestions for having a greater impact in the classroom and provides resources for further research.

In pursuit of quality education in Bhutan there has been a desire to shift from teacher-dominant class teaching to students taking initiative in their own learning. This paper investigated the issue of moving teaching and learning from teacher-centered classes to
independent learning of students. The research was carried out at Samtse College of Education, Royal University of Bhutan (RUB) with B. Ed first year science student teachers who were majoring in chemistry as one of their major subjects. This coeducational class had 28 student teachers at the age range of 20-25 years of which 11 were females. The research commenced in August 2008 and completed in November 2008. Because this research involved changing and approach in my own class I have adopted action research using Kemmis & McTaggart’s (1998) model modified by Maxwell (2003) starting with reconnaissance and generating action research questions. Data were gathered over time from a variety of strategies such as observation of student teacher’s presentation and discussion, reflective writing, critiquing an article, and class test. The data findings are authenticated using researcher’s observation, feedback from critical friend, and diary notes. A tally was used to record their participation in the classroom activities such as the frequency of questions raised, clarifications sought, volunteering to do presentation, and taking initiatives in the group work. The data collection also involved student teachers maintaining class journals and writing reflective paper. The journals and reflective papers were marked based on the criteria set. A class test was also conducted to check their ability to answer higher order questions. The findings from this multiple sources reveal that student teachers are more open for discussion and interaction after the intervention action, and their write-ups and views are more analytical and reflective. What impressed me most was these student teachers, who were usually quite and distant themselves from the tutor, became so close with me toward the end of the semester. This study was successful as I could reap the fruits of my desired goals. My colleagues were overwhelmed by the progress student teachers made after the intervention and they would like to model my strategy in their class in the immediate future. This research project is timely for a young university like RUB, as research activities are very crucial for the improvement of educational programs. Lately, we see a number of promising scholars taking up research activities but these activities are often inhibited by lack of research funds and short of research ideas. This research would help kick start research activities as more people are interested in action research as it is more viable given the limited time and budgetary constraints. Moreover, action research can be undertaken in the workplace and is intended to enhance the quality of a researcher’s normal professional activities (Maxwell, 2003). Appended are: (1) Criteria for Journal Reflection; and (2) Criteria for Critiquing an Article. (Contains 5 figures and 1 table.).

Written for language teachers in training, this book surveys issues and procedures in conducting practice teaching. Written for language teachers in training at the diploma, undergraduate, or graduate level, Practice Teaching, A Reflective Approach surveys issues and procedures in conducting practice teaching. The book adopts a reflective approach to practice teaching and shows student teachers how to explore and reflect on the nature of language teaching and their own approaches to teaching through their experience of practice teaching.

Reading is not an end in itself. As Lorraine Wilson reminds us: "We read to do something else: to follow directions, to make something, to relax, to learn about community events reading is social practice.” We read to live, according to our individual interests and needs. So it makes no sense to separate the teaching of reading from the lives of children. Unfortunately, in many state-mandated curricula, that relationship has been lost. In Reading to Live, Lorraine Wilson makes a strong case for preserving integrated, holistic reading programs, debunking the belief in one-size-fits-all instruction and taking us inside classrooms to demonstrate progressive, meaning-centered teaching. She offers easy-to-use strategies that build upon the life experiences and language that children bring with them to school. Most important, she expands upon the reading practices of Luke and Freebody’s Four Resources Model-code breaker, text participant, text user, and text analyst-and details many techniques for developing these practices through holistic integrated learning. In preparation for today’s world, children need more from their reading programs than just learning how to break the code-they need to engage with all reading practices, especially critical literacy. With tips on physically arranging classrooms, techniques for effectively grouping children, as well as advice on organizing precious class time, Wilson ensures that teachers have the tools to tailor their reading programs to the lives of the children they teach.

Classroom Observation explores the pivotal role of lesson observation in the training, assessment and development of new and experienced teachers. Offering practical guidance and detailed insight on an aspect of training that is a source of anxiety for many teachers, this thought-provoking book offers a critical analysis of the place, role and nature of lesson observation in the lives of education professionals. Illustrated throughout with practical examples from a range of education settings, it considers observation as a means of assessing teaching and learning and also as a way of developing teachers’ skills and knowledge. Key topics include: The purposes and uses of lesson observation The socio-political and historical context in which lesson observation has developed Practical guidance on a range of observation models and methods Teacher autonomy and professional identity Performance management, professional standards and accountability Peer observation, self-observation and critical reflection Using video in lesson observation. Written for all student and practising teachers as well teacher educators and those engaged in educational research, Classroom Observation is an essential introduction to how we observe, why we observe and how it can be best used to improve teaching and learning.

In this age of mandated reforms, reflective practice is a truly effective, empowering way to make meaningful, positive changes.