

Relationships And Biodiversity Teacher

Technology Education for Teachers P. John Williams 2013-02-11 This is a textbook for use in technology teacher training and also a reference book for technology teachers. It will provide a foundation for new teachers entering the area of technology, and also the opportunity for practicing teachers to keep up to date with research informed ideas about teaching technology. Technology in the curriculum has continually faced a range of challenges throughout its history in many countries. Often the basis of the challenges is the result of a lack of understanding about good technology practice. It is hoped that this book can encourage excellent practice in technology teaching and so increase the number of schools positively engaged with technology. The chapter authors are internationally respected and experienced educators who have been able to draw on both their teaching experience and their research in order to discuss a range of aspects of teaching technology. The book has been developed with an international audience in mind. While authors are naturally most familiar with their own country, efforts have been made to generalize from the principles of sound theory and research based practice to maximize applicability to local contexts. John Williams is the Director of the Technology, Environmental, Mathematics and Science Education Research Centre at the University of Waikato in New Zealand. He has worked as a designer and builder, and began his career as a secondary school Manual Arts teacher. He has taught and studied in Australia and the USA, and in a number of African and Indian Ocean countries. He has published and presented widely, and enjoys fishing.

Teaching Environmental and Natural Resource Economics Bergstrom, John C. 2022-01-13 Teaching Environmental and Natural Resource Economics is a significant contribution to the literature of economics education. Theory and practice, teaching activities and exercises, and pro teaching tips are clearly and expertly presented. This guide will prove invaluable in helping students gain a better understanding of the theory and practice of environmental and natural resource economics.

Making Connections Maria M. Hernandez 2011

Making Connections in and Through Arts-Based Educational Research Hala Mreiwed 2023-02-18 This book explores the connections made in and through arts-based educational research through four themes: socially engaged connections, cultural connections, personal and pedagogical connections, and making connections during the COVID-19 pandemic. It emerges from the 3rd bi-annual 2020 Artful Inquiry Research Group symposium on the theme of "connections". The symposium brought together artists, community members, teachers, students, and researchers through a virtual platform to examine the way(s) in which the arts can help connect people, ideas, and spaces/places in a pandemic reality. Art plays a predominant role in each chapter as authors weave their research and art-based understandings together. This book is a valuable teaching resource for undergraduate and postgraduate courses in teaching, anthropology, digital ethnography, autoethnography, cultural studies, and communications. It is of interest to higher education students, academic researchers, and teachers exploring arts-based methodologies in the fields of creative practice and creativity studies, communications, critical studies, sociology, sciences, teacher education, and the arts.

Becoming a Metacognitive Teacher Roya Q. Scales 2020 How can early and preservice teachers master the complex practice of teaching? This clearly written, research-based guide shows how to successfully navigate coursework, build relationships with mentors, and negotiate fieldwork and student teaching while developing metacognitive thinking skills. These are skills that allow teachers to continuously reflect on instructional practices and adapt them to fit their own teaching context and their students' diverse needs. Metacognitive teaching requires higher-level thought processes that, for teachers, include making connections among each segment of the teacher preparation program, as well as deciding how these experiences directly and effectively apply to their classrooms. The authors argue that this kind of support is needed early in the journey of a teacher if they are to succeed and remain in the classroom. "To foster metacognitive thinking among our students, teachers must have sophisticated metacognitive skills themselves. This unique and well-grounded text demonstrates the critical role of metacognition in developing the craft of effective teaching for preservice and novice teachers." —William Brozo, professor of literacy, School of Education, George Mason University "Comprehensive and practical, this text provides an artful and thoughtful blend of strategies for prospective teachers' personal and professional development. The goal of developing thinking teachers who keep their students at the forefront is supported with the author's discussion of their and others' personal and research histories, rich vignettes, and access to multiple digital resources (e.g., TED talks, blogs, instructional videos). A text for both teacher educators and prospective teachers." —Victoria J. Risko, professor emerita, Vanderbilt University

Making Connections Intermediate Teacher's Manual Jo McEntire 2009-01-19 The Teacher's Manual contains teaching suggestions and an answer key for the Student's Book.

Teaching Methods in Science Subjects Promoting Sustainability Eila Jeronen 2018-04-03 This book is a printed edition of the Special Issue "Teaching Methods in Science Subjects Promoting Sustainability" that was published in Education Sciences

Making Connections Kathleen Pithouse 2009 This book follows on from a symposium that was held in Durban, South Africa in July 2007. The symposium was called "'Seeing for Ourselves': Exploring the Practice of Self-Study in Teaching, Learning and Researching for Social Change". The Durban Symposium, as called in this book, was actually the second in a series of invitational international symposia organized through the second in a series of invitational international symposia organized through the Centre for Visual Methodologies for Social Change in the Faculty of Education, University of KwaZulu-Natal. Committed as it is to the use of visual and other participatory methods within textual research in order to bring about social action, the Centre for Visual Methodologies for Social Change started off its symposia series with "Putting People in the Picture", an event that eventually led to the publication of an edited book, *Putting People in the Picture: Visual Methodologies for Social Change* (edited by Naydene de Lange, Claudia Mitchell, & Jean Stuart, 2007).

Teaching for EcoJustice Rebecca A. Martusewicz 2011-05-20 This text offers a powerful model for cultural ecological analysis and pedagogy of responsibility, providing educators with information and classroom practices they need to educate future citizens for diverse, democratic, and sustainable communities.

The Thoughtful Teacher James D. Kirylo 2021-04-15 "This text is not so much a formulaic "how to" text, but rather one that looks at the teaching profession as a way of thinking, as a way of being"--

Science Knowledge and the Environment Michael Littledyke 2013-12-19 First Published in 2000. Routledge is an imprint of Taylor & Francis, an informa company.

Biological Diversity Paul E. Hatcher 2011-03-23 Biological Diversity takes a fresh, innovative approach to the teaching of biodiversity. Rather than detailing and cataloguing the major taxa and their evolutionary relationships, the authors have selected 18 groups of organisms and used these as a framework in which to discuss the species and their interactions with man and each other. There is a strong narrative theme throughout - the exploited and the exploiters - and, in many cases, there is emphasis on the historical context. A wide range of organisms are covered, from the unicellular to birds and mammals and with an equal consideration of plants and animals. Species have been chosen for their ability to best illustrate particular biological principles, and for their strong interaction with other species. After an introduction the book is divided into two parts: 'Exploited' and 'Exploiters'. Each of the chapters, although linked to each other, forms a stand-alone essay. They are scientifically rigorous, up-to-date and do not shy away from addressing some controversial issues. Chapters have 'text boxes' highlighting important issues and concepts, lists of further reading and references. In addition to tables and figures the book has a selection of original illustrations drawn by leading artist Steven Appleby. This fresh approach will appeal to all those interested in the biological sciences, and aims to be accessible to people with a diversity of backgrounds. It will prove particularly useful to biology students, enabling them to get to grips with important biological principles and concepts that underpin the diversity of life, and the interrelationship of humans with other groups of organisms.

Making Connections Kay Kovalevs 2009

Making Connections 5 Kay Kovalevs 2006

Making Connections Kay Kovalevs 2006 Provides multiple thematic reading selections for each comprehension skill, allowing students to build content knowledge while giving teachers the framework for scaffolded instruction. The multiple selection format allows teachers to withdraw support gradually from selection to selection, as students gain confidence in using comprehension strategies flexibly and independently.

Development and Assessment of Biodiversity Education Teaching Materials and Activities Devin S. Biggs 2008

Teaching the Animal

Educating Science Teachers for Sustainability Susan K. Stratton 2015-06-18 This volume contains a unique compilation of research and reflections representing multiple vantage points stemming from different parts of the world that can help science educators and teacher educators in finding ways to meaningfully and purposefully embed sustainability into teaching and learning. It is a rich resource for exploring and contextualizing sustainability-oriented science education. At this time we find ourselves in a situation in which the earth's ecological system is under significant strain as a result of human activity. In the developed world people are asking "How can we maintain our current standard of living?" while those in the developing world are asking "How can we increase the quality of our lives?" all while trying to do what is necessary to mitigate the environmental problems. This volume responds to these questions with a focus on educating for sustainability, including historical and philosophical analyses, and pedagogical and practical applications in the context of science teacher preparation. Included are many examples of ways to educate science teachers for sustainability from authors across the globe. This text argues that issues of sustainability are increasingly important to our natural world, built world, national and international economics and of course the political world. The ideas presented in the book provide examples for original, effective and necessary changes for envisioning educating science teachers for sustainability that will inform policy makers.

Teaching Climate Change Mark Windschitl 2023-08-29 A practical guide to cultivating expansive understandings of climate change and environmental regeneration in K-12 students through classroom instructional practices and curricula. *Teaching Climate Change* lays out a comprehensive, NGSS-aligned approach to climate change education that builds in-depth knowledge of the subject, empowers students, and promotes a social justice mindset. In this fortifying and inspiring work, Mark Windschitl guides classroom teachers and educational leaders through an ambitious multilevel, multidisciplinary framing of climate change education as an integral element of school curricula. Exuding hope for the future, Windschitl emphasizes the big picture of research-informed teaching about climate change. He presents real-life classroom examples that illustrate not only key STEM concepts such as carbon cycles and the greenhouse effect, biodiversity, and sustainability, but also broader issues, including the countering of misinformation, decarbonizing solutions, the centering of human stories, and the advancement of equity and environmental justice. Windschitl offers keen advice for using methods such as storytelling, project-based learning, and models of inquiry backed by authoritative evidence as core strategies in science teaching and learning. He also addresses the social-emotional toll that discussion of the climate crisis may exact on both students and teachers. This timely book equips teachers to approach climate education with the urgency and empathy that the topic requires and shows how the classroom can inspire students to activism.

Making Connections Level 2 Teacher's Manual Jo McEntire 2013-06-17 *Making Connections* Second edition Level 2 Student's Book introduces fundamental reading skills and strategies such as identifying main ideas, interpreting information in charts and graphs, and preparing for reading tests. It features a variety of high-interest topics including news media, education, global business, population growth, fashion and design, and the brain.

Making Connections Renate Nummela Caine 1994 Explains to educators the neuropsychological functions of the brain during learning and how the brain and learning are affected by health, stress, and teaching approaches. Also suggests how the information can be used to help design and run more effective learning experiences for students. Annotation copyright by Book News, Inc., Portland, OR

Making Connections Low Intermediate Teacher's Manual Jessica Williams 2011-02-21 The Teacher's Manual contains teaching suggestions and an answer key for the Student's Book.

Learning and Development Sharon L. Silverman 2000 "The authors pull off an impressive double. They synthesize an enormous amount of relevant research on learning and development while also making clear the connections this research has for practice. Written in a helpful and accessible style, and full of case studies, applications, instruments, and vignettes of practice, the book will be an invaluable resource for college teachers at any level."--Stephen Brookfield, Distinguished Professor, University of St. Thomas "Effectively integrating the perspectives of a director of a university learning assistance center and a scholar in the area of developmental education, Silverman and Casazza have written an important book. It should be read by anyone concerned with the academic success of the increasingly diverse population of undergraduates in colleges and universities."--Ernest Pascarella, Petersen Professor of Higher Education, University of Iowa Comprehensive yet easy to follow, *Learning and Development* is designed to help faculty, student affairs professionals, and other educators understand how students learn and what they can do to foster student achievement. Sharon Silverman and Martha Casazza reveal how diverse developmental needs--such as lack of self-esteem or cultural alienation--can be at the root of a student's learning difficulties. They draw from the latest theory and research to explore the critical connection between learning and development in six key areas: (1) self and identity; (2) motivation; (3) interaction with the environment; (4) ways of knowing; (5) learning styles and preferences; and (6) self-regulation and goal setting. The authors also present six case studies to show how educators can assess and resolve learning problems while enriching and advancing their own teaching expertise. Written in clear, nontechnical language, *Learning and Development* provides useful, systematic approaches for making connections between teaching and learning.

Making Connections 4 Kay Kovalevs 2006

Making Connections Level 1 Student's Book Jessica Williams 2013-06-17 This title introduces first-time readers of academic text to basic reading strategies such as finding paragraph topics, finding supporting details and learning to read quickly.

Making Connections 2006-01-01 In this book, comparisons are made between the practices of classrooms in a variety of different school systems around the world. The abiding challenge for classroom research is the realization of structure in diversity. The structure in this case takes the form of patterns of participation: regularities in the social practices of mathematics classrooms.

Making Connections Intermediate Student's Book Jo McEntire 2009 "A Strategic Approach to Academic Reading". Prepares students to read at university level, with advice on reading skills and strategies. Suitable for self-study and improving reading and study skills. Teacher's manual with teaching suggestions and answer key also available.

Human Impact 2020 Climate change is real, and humans caused a lot of it. But that's no excuse to give up and do nothing; in fact, humans are the only species capable of reversing, or at least slowing, the effects of climate change and other ecosystem woes. A perfect resource for teachers, parents, and discussion groups, *Human Impact* contains 17 true tales of how humanity has changed the Earth, for better or for worse, and what individuals, citizen science groups, and corporations have done to improve situations in the meantime. It includes discussion questions, citizen science resources, and a full reference guide so readers can become empowered and make positive change in their communities and around the world. Written by scientists and science communicators for Science Connected, the stories in this collection are all factually accurate and accessible to everyone. These articles don't shy away from the harsh truths we're currently facing; we're seeing more wildfires, more pollution, and more pests, for example. However, this isn't doom and gloom reporting; this is a glance at the future, at a way we can repair some of the damage that's been done. This collection is a call to action: As we understand how humans have affected their environment, we can examine our actions and do better.

Teaching and Learning in the Digital Age Louise Starkey 2012 *Teaching and Learning in the Digital Age* is for all those interested in considering the impact of emerging digital technologies on teaching and learning. It explores the concept of a digital age and perspectives of knowledge, pedagogy and practice within a digital context. By examining teaching with digital technologies through new learning theories cognisant of the digital age, it aims to both advance thinking and offer strategies for teaching technology-savvy students that will enable meaningful learning experiences.

Illustrated throughout with case studies from across the subjects and the age range, key issues considered include: how young people create and

share knowledge both in and beyond the classroom and how current and new pedagogies can support this level of achievement the use of complexity theory as a framework to explore teaching in the digital age the way learning occurs – one way exchanges, online and face-to-face interactions, learning within a framework of constructivism, and in communities what we mean by critical thinking, why it is important in a digital age, and how this can occur in the context of learning how students can create knowledge through a variety of teaching and learning activities, and how the knowledge being created can be shared, critiqued and evaluated. With an emphasis throughout on what it means for practice, this book aims to improve understanding of how learning theories currently work and can evolve in the future to promote truly effective learning in the digital age. It is essential reading for all teachers, student teachers, school leaders, those engaged in Masters' Level work, as well as students on Education Studies courses.

Networking David Orme 2001-04-03 This wire-bound teacher book was compiled by practicing teachers to accompany Net 3, the pupil anthology for Year 9/S2. Teacher notes (highlighting literacy components) are followed by differentiated photocopiable worksheets on individual extracts and pieces linked by theme and language. These concise teacher notes provide clear objectives, practical details about worksheets and suggestions for follow-up and extension work. Language elements are highlighted to reflect the sharpened focus on literacy. Ideas for activities are given to facilitate the delivery of ICT through English. Connections are made between texts that lend themselves to assessment tasks and exercises. When texts are more familiar, new and original approaches are suggested.

Making Connections Between Multicultural and Global Education Merry M. Merryfield 1996-01-01 This publication is the product of an ongoing study of how teacher educators in the United States and Canada are bridging the gap between multicultural and global education to prepare teachers for diversity, equity, and interconnectedness in the local community, the nation, and the world. The first part of the book is an essay that synthesizes data collected from 77 teacher educators to investigate how they were making connections between multicultural and global education and the advice these teacher educators have for others who may be looking for new programmatic approaches, pedagogies, or resources that can help in making such connections or in strengthening ongoing initiatives. The second part of the book is a collection of profiles written by the teacher educators about their lives and work in multicultural and global education. These teacher educators were nominated by American Association of Colleges for Teacher Education member institutions and leaders in multicultural and global education as exemplary in the ways in which they are intentionally making connections between multicultural and global education. The profiles provide information on the background of each of the teacher educators, their conceptualizations of multicultural and global education, lessons they have learned, their recommendations, and resources they are willing to share. The profiles also illustrate efforts in teacher education programs, courses, special projects, professional development schools, research, writing, and curriculum development. Part 3 is an annotated list of publications and electronic listservs to provide an orientation to resources useful in making connections between the two fields. The appendix describes the methods and documents used for the study. (ND)

Learner-Centered Teaching Activities for Environmental and Sustainability Studies Loren B. Byrne 2016-03-21 Learner-centered teaching is a pedagogical approach that emphasizes the roles of students as participants in and drivers of their own learning. Learner-centered teaching activities go beyond traditional lecturing by helping students construct their own understanding of information, develop skills via hands-on engagement, and encourage personal reflection through metacognitive tasks. In addition, learner-centered classroom approaches may challenge students' preconceived notions and expand their thinking by confronting them with thought-provoking statements, tasks or scenarios that cause them to pay closer attention and cognitively "see" a topic from new perspectives. Many types of pedagogy fall under the umbrella of learner-centered teaching including laboratory work, group discussions, service and project-based learning, and student-led research, among others. Unfortunately, it is often not possible to use some of these valuable methods in all course situations given constraints of money, space, instructor expertise, class-meeting and instructor preparation time, and the availability of prepared lesson plans and material. Thus, a major challenge for many instructors is how to integrate learner-centered activities widely into their courses. The broad goal of this volume is to help advance environmental education practices that help increase students' environmental literacy. Having a diverse collection of learner-centered teaching activities is especially useful for helping students develop their environmental literacy because such approaches can help them connect more personally with the material thus increasing the chances for altering the affective and behavioral dimensions of their environmental literacy. This volume differentiates itself from others by providing a unique and diverse collection of classroom activities that can help students develop their knowledge, skills and personal views about many contemporary environmental and sustainability issues.

Making Connections Bettie Higgs 2010 In this volume the authors document examples of programmes/courses/activities that are designed intentionally to build students' capacity to be integrative thinkers and learners. In doing so they try to analyse and name the learning that is taking place, and so make it visible to the reader. The work is intended as a resource for all those involved in teaching and student learning in Higher Education and beyond. The ultimate goal is to ensure that students in higher education can make meaningful connections within and between disciplines, for example by integrating on-campus and off-campus learning experiences, and tying together and synchronising different perspectives and ways of knowing. This paper contains the following chapters: (1) Drawing on Medical Students' Representations to Illuminate Concepts of Humanism and Professionalism in Newborn Medicine (C. Anthony Ryan); (2) Integrative Learning in a Law and Economics Module (John Considine); (3) Making Connections for Mindful Inquiry: Using Reflective Journals to Scaffold an Autobiographical Approach to Learning in Economics (Daniel Blackshields); (4) Integrative Learning on a Criminal Justice Degree Programme (Sinead Conneely and Walter O'Leary); (5) The Use of Learning Journals in Legal Education as a Means of Fostering Integrative Learning through Pedagogy and Assessment (Shane Kilcommins); (6) Beyond Wikipedia and Google: Web-Based Literacies and Student Learning (James G.R. Cronin); (7) Archetype or for the Archive? Are Case Histories Suitable for Assessing Student Learning? (Martina Kelly, Deirdre Bennett and Suin O'Flynn); (8) The Arts in Education as an Integrative Learning Approach (Marian McCarthy); (9) Assessing the Role of Integrated Learning in the BSc International Field Geosciences (IFG) at University College Cork, Ireland (Pat Meere); (10) The Confluence of Professional Legal Training, ICT and Language Learning towards the Construction of Integrative Teaching and Learning (Maura Butler); (11) Integrative Learning with High Fidelity Simulation and Problem-Based Learning: An Evaluative Study (Nuala Walshe, Sinead O'Brien, Angela Flynn, Siobhan Murphy and Irene Hartigan); (12) Facilitating Learning through an Integrated Curriculum Design Driven by Problem-Based Learning: Perceptions of Speech and Language Therapy (Catharine Pettigrew); (13) Building Student Attributes for Integrative Learning (Bettie Higgs); and (14) End-Game: Good Beginnings are Not the Only Measure of Success (C. Anthony Ryan, Bettie Higgs and Shane Kilcommins). Each chapter contains tables/figures and references.

Making Connections High Intermediate Teacher's Manual Kenneth J. Pakenham 2005-07-11 The Teacher's Manual contains teaching suggestions and an answer key for the Student's Book.

Making Connections in Primary Mathematics Sylvia Turner 2004-01 Written for student training to be teachers and for teachers reconsidering their approach to mathematics as part of professional development.

Making Connections Level 1 Teacher's Manual Jessica Williams 2013-06-17 This teacher's manual to Making Connections 1 includes teaching suggestions for each activity type, unit quizzes for student assessment, and answer keys for the activities in the Student's Books and the unit quizzes.

Relationship-Rich Education Peter Felten 2020-11-03 A mentor, advisor, or even a friend? Making connections in college makes all the difference. What single factor makes for an excellent college education? As it turns out, it's pretty simple: human relationships. Decades of research demonstrate the transformative potential and the lasting legacies of a relationship-rich college experience. Critics suggest that to build connections with peers, faculty, staff, and other mentors is expensive and only an option at elite institutions where instructors have the luxury of time with students. But in this revelatory book brimming with the voices of students, faculty, and staff from across the country, Peter Felten and Leo M. Lambert argue that relationship-rich environments can and should exist for all students at all types of institutions. In *Relationship-Rich Education*, Felten and Lambert demonstrate that for relationships to be central in undergraduate education, colleges and universities do not require immense resources, privileged students, or specially qualified faculty and staff. All students learn best in an environment characterized by high expectation and high support, and all

faculty and staff can learn to teach and work in ways that enable relationship-based education. Emphasizing the centrality of the classroom experience to fostering quality relationships, Felten and Lambert focus on students' influence in shaping the learning environment for their peers, as well as the key difference a single, well-timed conversation can make in a student's life. They also stress that relationship-rich education is particularly important for first-generation college students, who bring significant capacities to college but often face long-standing inequities and barriers to attaining their educational aspirations. Drawing on nearly 400 interviews with students, faculty, and staff at 29 higher education institutions across the country, *Relationship-Rich Education* provides readers with practical advice on how they can develop and sustain powerful relationship-based learning in their own contexts. Ultimately, the book is an invitation—and a challenge—for faculty, administrators, and student life staff to move relationships from the periphery to the center of undergraduate education.

Forging Connections in Early Mathematics Teaching and Learning Virginia Kinnear 2017-12-12 This edited book promotes thinking, dialogue, research and theorisation on multiple ways of making connections in mathematics teaching and learning in early childhood education. The book addresses some key challenges in research, policy and practice in early childhood mathematics education. It examines diverse ways for learning experiences to connect young children to mathematics, and the importance of forging connections between mathematics and young children's lives as key elements in their engagement with mathematics. Each chapter provides research or theoretical provocations and pedagogical implications for connecting children's lived experiences and ways of learning in mathematics teaching. The chapters are drawn from a range of international authors who raise important ideas within the overall context of current research and consider the theoretical and practical implications of their research. As such, the book advances current thinking on mathematics teaching and learning for children in the early years from birth to eight years with an emphasis on children aged birth to 5 years. It considers the purpose and value in connecting mathematics teaching and learning to children's lives, and provides provocations for both educators and researchers on the many under-researched and under-represented aspects of early years mathematics teaching and learning.

Innovative Strategies for Teaching in the Plant Sciences Cassandra L. Quave 2014-04-11 Innovative Strategies for Teaching in the Plant Sciences focuses on innovative ways in which educators can enrich the plant science content being taught in universities and secondary schools. Drawing on contributions from scholars around the world, various methods of teaching plant science is demonstrated. Specifically, core concepts from ethnobotany can be used to foster the development of connections between students, their environment, and other cultures around the world. Furthermore, the volume presents different ways to incorporate local methods and technology into a hands-on approach to teaching and learning in the plant sciences. Written by leaders in the field, *Innovative Strategies for Teaching in the Plant Sciences* is a valuable resource for teachers and graduate students in the plant sciences.

Making Meaning by Making Connections Kathy L. Schuh 2016-10-20 This book documents those first links that students make between content they learn in their classrooms and their prior experiences. Through six late-elementary school case studies these knowledge construction links are brought to life. The links of the students are often rich in describing who these individuals are, where they are in their learning process, and what is meaningful to them. Many times, these links point to what has been learned, both in and out of school, and the contexts when and where that learning took place. The mind as rhizome metaphor was used to guide the development and interpretation of the studies while the lens of Peircian semiotics provides an interpretation for these initial links. The resulting grounded theory is presented through a rich and extensive presentation of excerpts from classroom observations, student interviews, and a student writing activity and describes the varying types of student links, how the links were prompted, the relationships between what the students were learning and what they already knew, and specific types of in-school links. The narrative includes how these links were supported or inhibited in the classroom drawing on the roles of the teachers in the classrooms and what constituted authority sources of information in those classrooms. Before exploring the students' linking as a process of ongoing semiosis and how this process is part of a dynamic system, a study of the relationship between student knowledge links and achievement is shared. This rich narrative will be of interest to scholars and practitioners alike, and includes an extensive appendix documenting the research methods.

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