

Learner Centered Instruction Building Relationships For Student Success

Reflections on Human Potential Brian E. Levitt 2008 International collection of writers shed light on the person-centred approach and build bridges to the emerging discipline of positive psychology.

Learner-Centered Classroom Practices and Assessments Barbara L. McCombs 2007 Discusses strategies and assessment tools that foster learning partnerships between educators and students, and shows how teachers can focus on important factors such as motivation, affect, cognition, and individual differences.

Begin With the Brain Martha Kaufeldt 2009-11-24 Based on current neuroscientific research, this revised edition helps teachers apply brain-friendly and learner-centered strategies to create a high-achieving, joyful learning environment.

The Leader in Me Stephen R. Covey 2012-12-11 Children in today's world are inundated with information about who to be, what to do and how to live. But what if there was a way to teach children how to manage priorities, focus on goals and be a positive influence on the world around them? The Leader in Me is that programme. It's based on a hugely successful initiative carried out at the A.B. Combs Elementary School in North Carolina. To hear the parents of A. B Combs talk about the school is to be amazed. In 1999, the school debuted a programme that taught The 7 Habits of Highly Effective People to a pilot group of students. The parents reported an incredible change in their children, who blossomed under the programme. By the end of the following year the average end-of-grade scores had leapt from 84 to 94. This book will launch the message onto a much larger platform. Stephen R. Covey takes the 7 Habits, that have already changed the lives of millions of people, and shows how children can use them as they develop. Those habits -- be proactive, begin with the end in mind, put first things first, think win-win, seek to understand and then to be understood, synergize, and sharpen the saw -- are critical skills to learn at a young age and bring incredible results, proving that it's never too early to teach someone how to live well.

A Handbook for High Reliability Schools Robert J. Marzano 2011-07-01 Usher in the new era of school reform. The authors help you transform your schools into organizations that take proactive steps to prevent failure and ensure student success. Using a research-based five-level hierarchy along with leading and lagging indicators, you'll learn to assess, monitor, and confirm the effectiveness of your schools. Each chapter includes what actions should be taken at each level.

The Learner-Centered Classroom Jeanette Campos 2014-07-02 Learner-centered instruction helps build dynamic classrooms in which the student takes ownership of the content and determines ways that it may be useful to him. Such instruction also encourages the student to build the relationships that will allow learning to endure beyond the training event. Here are a few of the questions author Jeannette Campos suggests asking yourself to effectively create a learner-centered classroom: • As an instructor, am I encouraging interaction among my learners whenever possible? • Is my content formatted in the most engaging way? • Have I created opportunities for the learner to reflect on the learning process? • Only in a learner-centered classroom can you foster the four types of learning relationships: learner-to-instructor, learner-to-content, learner-to-learner, and learner-to-self. This TD at Work will explain: • the four relationships within a classroom, whether online or face-to-face • the qualities of healthy, high-performing classroom relationships • how different teaching methods (for example, podcasts, peer review, and asking questions) can strengthen learner-centered relationships • the four-part learning objectives to design learner-centered instruction.

Connected Classrooms Kathryn Fishman-Weaver 2022-06-14 Reimagine your school community. This practical guidebook will help you shift your mindset of online and blended learning from "backup plan" to unprecedented opportunity for rich connections and high-level learning. New and veteran teachers alike will gain insight on how to build in-person and online relationships with students and coworkers to achieve a learning community that supports social-emotional learning, equitable and inclusive instruction, and academic success. Educators of hybrid learning environments will: Understand why relationship-building is fundamental to student success and gain best practices for establishing this foundation Discover new blended, online, and in-person strategies for strengthening connections with your diverse students Gain strategies for offering instruction that is affirming, representative of our diverse world, and rooted in equity Be empowered to think critically about and to change systems currently in place that limit students' ability to connect and thrive Choose strategies that fit your teaching style from the myriad of vibrant experiences contributed by educators around the world Contents: Preface: Our Journeys to Blended Education Introduction: People-Centered Approaches to Teaching Part I: Reimagining the Online Classroom Chapter 1: Reimagining School as a Global Community Project Chapter 2: Cultivating Strengths-Based Approaches for Inclusion, Support, and Counseling Chapter 3: Fostering Relationships Through Connection-Based Feedback Part II: Inclusive Practices: Diversity and Equity in the Online Classroom Chapter 4: Centering Student Stories Chapter 5: Honoring Multilingual and Multicultural Learners Chapter 6: Accelerating Opportunities for Gifted and Talented Students Epilogue Appendix Glossary References and Resources Index

Visible Learning Insights John Hattie 2019-04-25 Visible Learning Insights presents a fascinating 'inside view' of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real 'coal face' experience of schools. Offering a concise introduction into the 'Visible Learning Story', the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of 'Visible Learning' and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie's research into improved school performance.

On Becoming a Teacher Edmund M. Kearney 2013-11-19 Students deserve great teachers and learning to become a great teacher is a lifelong journey. On Becoming a Teacher guides both the new and experienced teacher through the exhilarating process of learning to educate students in a way that makes a lasting impact on their lives. Dr. Kearney leads the reader through the process of understanding what lies at the foundation of great teaching, loading each essay with ready-for-classroom use applications and challenging ideas. This book is designed to encourage the reader to think deeply about all aspects of education, while instilling, or rekindling, the excitement, enthusiasm, and teaching excellence shared by all great teachers. Written in conversational essay form and supplemented with discussion and reflection questions, this brief book would make an ideal classroom text for student teaching and education seminars. Whether you aspire to teaching excellence at the elementary school, middle school, high school, or collegiate level, On Becoming a Teacher is a must read. Author Bio: Edmund M. Kearney, Ph.D. is Professor of Psychology at Lewis University. Dr. Kearney has won numerous teaching awards over the past 20 years, including being named the "Teacher of the Year" at the Chicago School of Professional Psychology, the Lasallian Educator of the Year for teaching excellence at Lewis University, and the St. Miguel Febres Cordero Award winner for excellence in scholarship at Lewis University. Dr. Kearney's specialty areas in psychology include cognition, special education, child and adolescent assessment, and the scholarship of teaching and learning.

Interviewing in Educational Research Janet Powney 2018-06-04 Interviewing is one of the most frequently used research tools in the social sciences, yet its importance as a technique is usually underestimated. As Janet Powney and Mike Watts point out, the practical difficulties of interviewing are often understated, and the theoretical assumptions and implications of conducting interviews can prejudice a researcher's conclusions. Originally published in 1987, this introductory, practical guide widens the debate about interviewing with discussion and advice on interviewing in different kinds of educational inquiry, ranging from large-scale surveys to research carried out in individual schools. The authors give guidelines for preparing, conducting, reporting and analysing interviews, and discuss the practical and theoretical problems arising from each of

these aspects. Examples are taken from six case studies contributed by researchers who have conducted interviews for different purposes and in different ways. Interviewing in Educational Research will be valuable to students and researchers in many fields, not only in educational research, but generally in the social sciences, in medical research, economics, business, social planning and administration.

Inquiry-Based Learning - Undergraduate Research Harald A. Mieg 2019-04-12 This open access book provides a systematic overview of experiences with Inquiry-Based Learning (IBL) and undergraduate research (UR) in German universities, covering both research universities (Universitäten) and universities of applied sciences (Fachhochschulen). Divided into three parts, the book starts with the principles and common practices of IBL/UR at all universities. Part Two discusses the implementation of IBL/UR for twenty-one individual disciplines, ranging from architecture to theology. Part Three discusses the potential of IBL/UR in relation to several topics including diversity, digitalisation, different forms of universities, and the national job market. The book summarises the project of the German network of UR, comprising approximately 50 universities, and results of a national initiative called Qualitätspakt Lehre which is intended to improve teaching at German universities. Today IBL and UR are essential parts of high-impact education strategies for universities around the world. In his university reform plans of the early 19th century, Wilhelm von Humboldt introduced Inquiry-Based Teaching and Learning as the core principle of the modern research university in Germany, as well as worldwide. IBL was re-discovered in the German university reform initiatives of the 1960s. Since then, IBL has been applied in teachers' education in German universities. The book presents IBL/UR experience as complementary to what is usually presented in English-speaking academia. In Germany, IBL/UR is applied broadly throughout the social sciences and planning, but not in the core sciences, whereas in the US undergraduate research is common in the sciences but less so in the social sciences. Moreover, in Germany, IBL/UR is often linked to applied and community-oriented research — something that is just emerging in the US.

Visible Learning John Hattie 2008-11-19 This unique and ground-breaking book is the result of 15 years research and synthesises over 800 meta-analyses on the influences on achievement in school-aged students. It builds a story about the power of teachers, feedback, and a model of learning and understanding. The research involves many millions of students and represents the largest ever evidence based research into what actually works in schools to improve learning. Areas covered include the influence of the student, home, school, curricula, teacher, and teaching strategies. A model of teaching and learning is developed based on the notion of visible teaching and visible learning. A major message is that what works best for students is similar to what works best for teachers – an attention to setting challenging learning intentions, being clear about what success means, and an attention to learning strategies for developing conceptual understanding about what teachers and students know and understand. Although the current evidence based fad has turned into a debate about test scores, this book is about using evidence to build and defend a model of teaching and learning. A major contribution is a fascinating benchmark/dashboard for comparing many innovations in teaching and schools.

Facilitating Young People's Development Michael Behr 2008 Facilitating children's and adolescents' growth has been a challenge and major concern for person-centred work since the beginning of the approach in the 1940's. During the past decade, a shift in this domain has generated numerous new concepts, research and practice, making a considerable impact on both the professional tasks and training of educators, counsellors, and psychotherapists. Fifteen original chapters and a foreword from Brian Thorne describe this development. The chapters began as presentations from a symposium at the Potsdam PCE 2006 World Association conference, thus reflecting international perspectives emerging around the world today. Framed by two chapters from the editors, the book provides a comprehensive overview of state-of-the-art person-centred work with children, adolescents and parents, and identifies emerging themes in the field.

Culture Re-Boot Leslie S. Kaplan 2013-01-31 Packed with hands-on activities, this practical handbook shows you how to be the transformational leader your school needs to enact a culture change and improve student outcomes.

Anytime, Anywhere Rebecca E. Wolfe 2013-05-01 Anytime, Anywhere synthesizes existing research and practices in the emerging field of student-centered learning, and includes profiles of schools that have embraced this approach. Educators have argued that students should be at the center of learning, constructing new knowledge based on what is interesting to them, and receiving guidance in classrooms—or anywhere they may happen to be— from adults with whom they have positive relationships. Now, with the advent of new technologies, researchers are confirming the value of this approach by showing how the human brain and memory work in response to different environments, and how digital tools give students powerful new ways to express what they've learned."

Joyful Learning Stephanie Farley 2023-04-18 Joyful Learning: Tools to Infuse Your 6-12 Classroom with Meaning, Relevance, and Fun is a guide for teachers seeking to energize their practice and deeply engage students. Author Stephanie Farley shows how to create student-centered learning experiences that immerse students in meaning, relevance, and joy. She shows how you can foster student engagement and motivation with a combination of choice, challenge, and play, thereby improving learning outcomes. Practical strategies are included in each chapter, such as how to write rubrics that foster effective feedback, how to incorporate performance and competency-based assessment, and how to have students grade themselves through a process of self-evaluation and reflection. Throughout, she offers tools such as targets and rubrics, checklists to guide planning, and prompts that help you apply the ideas to your own assignments and assessments. With the book's specific, immediately applicable examples, you'll be able to help your students feel connected to the lessons, happy about their progress, and joyfully engaged in the learning process.

Learner-centred Education in International Perspective Michele Schweisfurth 2013 Explores debates around learner-centred education (or child-centred education) as a strategy for developing teachers' classroom practice and asks whether a 'Western' construct is appropriate for application in all societies and classrooms.

Becoming a High Expectation Teacher Christine Rubie-Davies 2014-08-13 We constantly hear cries from politicians for teachers to have high expectations. But what this means in practical terms is never spelled out. Simply deciding that as a teacher you will expect all your students to achieve more than other classes you have taught in the same school, is not going to translate automatically into enhanced achievement for students. Becoming a High Expectation Teacher is a book that every education student, training or practising teacher, should read. It details the beliefs and practices of high expectation teachers – teachers who have high expectations for all their students – and provides practical examples for teachers of how to change classrooms into ones in which all students are expected to learn at much higher levels than teachers may previously have thought possible. It shows how student achievement can be raised by providing both research evidence and practical examples. This book is based on the first ever intervention study in the teacher expectation area, designed to change teachers' expectations through introducing them to the beliefs and practices of high expectation teachers. A holistic view of the classroom is emphasised whereby both the instructional and socio-emotional aspects of the classroom are considered if teachers are to increase student achievement. There is a focus on high expectation teachers, those who have high expectations for all students, and a close examination of what it is that these teachers do in their classrooms that mean that their students make very large learning gains each year. Becoming a High Expectation Teacher explores three key areas in which what high expectation teachers do differs substantially from what other teachers do: the way they group students for learning, the way they create a caring classroom community, and the way in which they use goalsetting to motivate students, to promote student autonomy and to promote mastery learning. Areas covered include:- Formation of teacher expectations Teacher personality and expectation Ability grouping and goal setting Enhancing class climate Sustaining high expectations for students Becoming a High Expectation Teacher is an essential read for any researcher, student, trainee or practicing teacher who cares passionately about the teacher-student relationship and about raising expectations and student achievement.

The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education Sabine Hoidn 2020-07-28 The movement away from teacher-centered toward student-centered learning and teaching (SCLT) in higher education has intensified in recent decades. Yet in spite of its widespread use in literature and policy documents, SCLT remains somewhat poorly defined, under-researched and often misinterpreted. Against this backdrop, The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education offers an original, comprehensive and up-to-date overview of the fundamentals of SCLT and its discussion and applications in policy and practice. Bringing together 71 scholars from around the world, the volume offers a most comprehensive and up-to-date overview of the fundamentals of SCLT and its applications in

policy and practice; provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment; and critically discusses challenges, new directions and developments in pedagogy, course and study program design, classroom practice, assessment and institutional policy. An essential resource, this book uniquely offers researchers, educators and students in higher education new insights into the roots, latest thinking, practices and evidence surrounding SCLT in higher education.

On Becoming an Effective Teacher Carl R Rogers 2013-08-22 On Becoming an Effective Teacher describes exemplary practices like Teach For America, which highlight the power of person-centered teaching to bring about higher student achievement and emotional intelligence. Lyon situates the classic with the cutting-edge, integrating wisdom with research, anecdote with practical advice, to find truths that reveal paths toward effective teaching. Jeffrey Cornelius-White, Psy.D., LPC, Professor of Counseling, Missouri State University, USA, Author of Learner Centered Instruction: Building Relationships for Student Success This fascinating book reveals through current research and contemporary applications that Carl Rogers' pioneering and radical approach to education is as relevant today as it was in the 1970s and '80s. Brian Thorne, University of East Anglia, UK Carl Rogers is one of the most influential psychologists of the twentieth century. His influence is similarly outstanding in the fields of education, counselling, psychotherapy, conflict resolution, and peace. On Becoming an Effective Teacher presents the final unpublished writings of Rogers and as such has, not only unique historical value, but also a vital message for today's educational crises, and can be read as a prescription against violence in our schools. It documents the research results of four highly relevant, related but independent studies which comprise the biggest collection of data ever accumulated to test a person-centred theory in the field of education. This body of comprehensive research on effective teaching was accomplished over a twenty-year period in 42 U.S. States and in six other countries including the UK, Germany, Brazil, Canada, Israel, and Mexico and is highly relevant to the concerns of teachers, psychologists, students, and parents. The principal findings of the research in this book show that teachers and schools can significantly improve their effectiveness through programs focusing on facilitative interpersonal relationships. Teachers who either naturally have, or are trained to have empathy, genuineness (congruence), and who prize their students (positive regard) create an important level of trust in the classroom and exert significant positive effects on student outcomes including achievement scores, interpersonal functioning, self-concept, attendance, and violence. The dialogues between Rogers and Lyon offer a unique and timeless perspective on teaching, counselling and learning. The work of Reinhard Tausch on person-centered teaching for counselors, parents, athletics, and even textbook materials, and the empathic interactions of teachers and students, is among the most thorough and rigorous research ever accomplished on the significance and potential of a person-centered approach to teaching and learning. This pioneering textbook is highly relevant to educational psychologists and researchers, as well as those in undergraduate and graduate university courses in education, teacher training, counseling, psychology and educational psychology.

"These Kids Are Out of Control" H. Richard Milner IV 2018-07-18 Today's classrooms reimagined If you're looking for a book on how to "control" your students, this isn't it! Instead, this is a book on what classroom learning could be if we aspire to co-create more culturally responsive and equitable environments—environments that are safe, affirming, learner-centered, intellectually challenging, and engaging. If we create the kind of places where our students want to be . . . A critically important resource for teachers and administrators alike, "These Kids Are Out of Control" details the specific practices, tools, beliefs, dispositions, and mindsets that are essential to better serving the complex needs of our diverse learners, especially our marginalized students. Gain expert insight on: What it means to be culturally responsive in today's classroom environments, even in schools at large How to decide what to teach, understand the curriculum, build relationships in and outside of school, and assess student development and learning The four best practices for building a classroom culture that is both nurturing and rigorous, and where all students are seen, heard, and respected Alternatives to punitive disciplinary action that too often sustains the cradle-to-prison pipeline Classroom "management" takes care of itself when you engage students, help them see links and alignment of the curriculum to their lives, build on and from student identity and culture, and recognize the many ways instructional practices can shift. "These Kids Are Out of Control" is your opportunity to get started right away!

Moves for Launching a New Year of Student-Centered Coaching Diane Sweeney 2022-07-09 Start the Year Strong with Student-Centered Coaching Designed to ensure a successful start to the school year, this guidebook provides strategies for coaches, principals, and district leaders to successfully launch a new year of Student-Centered Coaching. Organized into fifteen moves, this resource provides: Concrete ideas for how coaches can connect with new and returning teachers Strategies for supporting teachers to increase student engagement and build classroom community Steps for building strong principal and coach partnerships that will last throughout the year Tools and artifacts that can be used to message and market coaching Ideas for scheduling coaching that is flexible and meets teachers' needs Videos and other resources that dig deeper into each of the fifteen coaching moves that are included

Classroom-Ready Resources for Student-Centered Learning Erin Ellis 2022-09-06 Customize lesson plans, boost student engagement, and give elementary school kids a thirst for knowledge with this classroom-ready and teacher-friendly guide to student-centered learning. Student-centered learning, or the concept of giving students a more active role in their own learning, is taking the education world by storm. This resource book is filled with student-centered learning classroom activities to help you teach any subject in a fun and engaging way. Educators will learn to expand upon basic worksheets and lectures and shift the focus from teacher to student with small group discussions, experiments, case studies, presentations, and other interactive lessons. Inside you'll find: An explanation of student-centered learning and its many benefits How best to engage and encourage elementary-aged students A variety of student-centered learning activities ready to be implemented in the classroom And much more! Whether searching for a way to make science class spectacular or reading time remarkable, Classroom-Ready Resources for Student-Centered Learning has everything you need to elevate your students' learning quickly and easily!

Interdisciplinary Applications of the Person-Centered Approach Jeffrey H. D. Cornelius-White 2013-06-04 This book examines the scientific contribution and increasing relevance of the Person-Centered Approach (PCA) in psychotherapy. The direction taken in the book is to provide readers with a multidisciplinary and multi-perspective view as well as practical applications. Beyond the more conventional psychotherapy applications (client-centered, experimental, emotion-focused, child-centered, motivational interviewing, existential, filial, etc.) others have evolved including peace and conflict resolution work, encounter and T-groups, nonviolent communication, parent effectiveness training, person-centered planning for people with disabilities, relationship enhancement methods, learner-centered education, technology-enhanced learning environments, human relations leadership training, etc. Simultaneously, scientific disciplines were influenced by this perspective in less obvious ways. Hence, the major contribution of this book is to identify and characterize the key bridges-so far only partly recognized- between the PCA and several other disciplines. Based on the results of the bridge-building endeavor, the editors will propose an initial formulation of the PCA as a meta-theory. It is intended as a generic framework to solve complex, social problems and to stimulate further research and development concerning the human species in relationship to its environment.

Partnering With Students Mary Jane O'Connell 2015-04-04 Empower students to own their learning This resource is designed to empower teachers and leaders with strategies to develop learners who have the confidence and tools to engage in any challenge. By flipping the focus to student ownership of learning, the authors provide clear and simple ways to: Develop collaborative relationships Jointly establish clear expectations for learning and criteria for success Intentionally build learner strategies that last a lifetime Use formative assessment results to monitor progress Harness the power of reciprocal feedback to improve teaching and learning Empower and motivate students set meaningful goals and prove learning

Engaging Diverse Learners Joanna Alcruz 2022-08-31 Engaging Diverse Learners presents innovative approaches to classroom management by changing the classroom paradigm from a teacher-centered "managed" environment to a student-centered "empowering" classroom.

ENGAGING Teens in Their Own Learning Paul J. Vermette 2009 First Published in 2009. Routledge is an imprint of Taylor & Francis, an informa company.

Student-Focused Coaching Jan Hasbrouck 2021-08-16 A widely used, highly effective approach to student success, Student-Focused Coaching (SFC) helps instructional coaches and teachers work collaboratively to improve student outcomes using evidence-based practices. This is your one-stop, step-by-step guide to instructional coaching in K-12 schools using the field-tested, research-based SFC model. Featuring a foreword by Jim Knight, the leading voice on instructional coaching, this book was coauthored by the lead developer of the SFC model (Jan Hasbrouck) and an experienced instructional coach and trainer (Daryl Michel). These expert authors help you master the three key roles of coaching: Facilitator, Collaborative Problem-Solver, and Teacher/Learner. You'll discover how to build respectful and mutually beneficial professional relationships with every teacher--from the most eager to the most reluctant--and work together to help all students learn and thrive in the classroom. To help you put the SFC model into action, the book offers practical activities and materials, including application exercises, reflection exercises, virtual coaching tips, and 20+ pages of ready-to-use downloadable forms. LEARN HOW TO Partner with teachers to tackle a range of classroom challenges--academic, behavioral, and social-emotional Develop collaborative communication skills to help you navigate even the most challenging conversations Work with teachers to set and achieve goals by identifying, selecting, and implementing evidence-based interventions Help teachers support struggling students with goal-based, targeted, and intensive instruction Improve time management skills using a four-step, systematic problem-solving process Collect different types of data and use it to give helpful feedback to the teachers you work with Design continuous professional learning opportunities that meet individual teacher needs Deliver support to administrators to make the most of the benefits coaches can provide PRACTICAL DOWNLOADS: The book includes access to 20+ pages of downloadable materials for coaches, including worksheets, checklists, tracking sheets, and self-assessments.

High-Stakes Teaching Terri Hebert 2008-10-17 Based upon the research of 45 interviews conducted in Texas and Arkansas, High-Stakes Teaching presents strategies that successfully blend child-centered and test-centered teaching into one focus, creating a consistently high-quality instructional environment. The teachers described offer their students an invitation to enter the realm of learning expectantly. Through their words, we visualize the educational scaffolding process, as students foster a love and an appreciation of critical thinking that promises to remain long after the last test question has been answered. Best practices emerge and are shared with the reader. Reflective questions and commentaries provide educators an opportunity to investigate their own philosophies of accountability testing and its place in the classroom. This study offers the support and guidelines necessary to break the cycle of 'teaching to the test.' Let each educator teach so that every child can become an engaged learner, an explorer, an individual who recognizes and respects the opportunities available from gaining a real education that is not merely a cookie-cutter mantra.

Small Schools, Big Ideas Jill Davidson 2009-11-16 Small Schools, Big Ideas shows how the principle-based and equity-focused model from the Coalition of Essential Schools (CES) can be used to redesign existing schools and create new schools that prepare students for this century's challenges and opportunities. Filled with inspirational stories and illustrative examples from schools that have successfully implemented CES principles and practices, Small Schools, Big Ideas offers information and inspiration needed to: Transform schools in order to achieve equitable outcomes for all students Understand various school design options Establish school vision, mission, and goals to raise educational expectations and results Develop transformational leadership Cultivate a professional learning community Implement student-centered teaching, learning, and curricula Build productive relationships with families and communities Establish strategies for sustainability These recommendations and proven strategies can help educators transform their schools to become truly equitable, personalized, and academically challenging.

Encyclopedia of the Sciences of Learning Norbert M. Seel 2011-10-05 Over the past century, educational psychologists and researchers have posited many theories to explain how individuals learn, i.e. how they acquire, organize and deploy knowledge and skills. The 20th century can be considered the century of psychology on learning and related fields of interest (such as motivation, cognition, metacognition etc.) and it is fascinating to see the various mainstreams of learning, remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology. Beyond folk psychology and its naïve theories of learning, psychological learning theories can be grouped into some basic categories, such as behaviorist learning theories, connectionist learning theories, cognitive learning theories, constructivist learning theories, and social learning theories. Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines, such as philosophy and epistemology, education, information science, biology, and - as a result of the emergence of computer technologies - especially also in the field of computer sciences and artificial intelligence. As a consequence, machine learning struck a chord in the 1980s and became an important field of the learning sciences in general. As the learning sciences became more specialized and complex, the various fields of interest were widely spread and separated from each other; as a consequence, even presently, there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely. The Encyclopedia of the Sciences of Learning provides an up-to-date, broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields, including relevant areas of instruction, pedagogy, cognitive sciences, and especially machine learning and knowledge engineering. This modern compendium will be an indispensable source of information for scientists, educators, engineers, and technical staff active in all fields of learning. More specifically, the Encyclopedia provides fast access to the most relevant theoretical terms provides up-to-date, broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies; supplies clear and precise explanations of the theoretical terms, cross-references to related entries and up-to-date references to important research and publications. The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning; the entries are written by a distinguished panel of researchers in the various fields of the learning sciences.

Rubric Nation Michelle Tenam-Zemach 2015-04-01 What is a rubric and how are they being used in teacher education and evaluation? When did rubrics become ubiquitous in the field of education? What impact do rubrics have on students, teachers, teacher educators, and the educational enterprise? This book is an edited volume of essays that critically examine the phenomenon of rubrics in teacher education, evaluation and education more broadly. Rubrics have seen a dramatic rise in use and presence over the past twenty-five years in colleges of education and districts across the country. Although there is a wealth of literature about how to make rubrics, there is scant literature that explores the strengths and weaknesses of rubrics and the impact the rubric phenomenon is having in reshaping education. The chapters included in this edited volume will critically reflect on the contemporary contexts of rubrics and the uses and impact of rubrics in education. Since rubrics have become indelible in education, it is necessary for a fuller, nuanced discussion of the phenomenon. Creating a book that explores these aspects of rubrics is timely and fundamental to expanding the discourse on this ubiquitous evaluation tool. This book is not meant to be a series of chapters dedicated to best practices for creating rubrics, nor is this text meant to present all sides of the rubric discussion. Rather, this text intends to offer critical polemics about rubrics that can spur greater critical discussion about a phenomenon in education that has largely been unquestioned in the literature.

Learner-Centered Teaching Maryellen Weimer 2008-05-02 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.

How Learning Works Susan A. Ambrose 2010-04-16 Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, Tools for Teaching "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways

of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning*

Get Active Dale Basye 2015-06-21 Active learning spaces offer students opportunities to engage, collaborate, and learn in an environment that taps into their innate curiosity and creativity. Students well versed in active learning - the capabilities that colleges, vocational schools and the workforce demand - will be far more successful than those educated in traditional classrooms. *Get Active* is a practical guide to inform your thinking about how best to design schools and classrooms to support learning in a connected, digital world. From classroom redesigns to schoolwide renovation projects and new building construction, the authors show the many ways that active learning spaces can improve the learning experience.

Learner-Centered Instruction Jeffrey H. Cornelius-White 2009-01-13 A supplementary text that provides a practical yet comprehensive explanation of learner-centered instruction.

Embracing Relational Teaching Anthony R. Reibel 2022-11-08 When you shift to relational pedagogy, you establish connections that help students feel valued, respected, and heard, which leads to enhanced student engagement. Author Anthony R. Reibel explores this approach, offering strategies and activities to make everyday interactions, such as instruction, assessment, reflection, and grading, more meaningful through student-teacher relationships. The result is higher levels of social-emotional and academic learning. This book will help K-12 teachers and administrators:

Understand the meaning of relational pedagogy
Gain the ability to organize curriculum to focus on student-centered learning
Utilize reflection tools to better build relational assessments
Learn to implement observational learning and avoid transactional instructional models
Develop deeper relationships with students
Contents: Introduction: Doing the Invisible Work Part 1: Foundational Principles Chapter 1: Relationships as the Foundation for Effective Pedagogy Chapter 2: The Relational Teacher Part 2: Relational Practices Chapter 3: The Relational Curriculum Chapter 4: Relational Instruction Chapter 5: Relational Assessment Chapter 6: Relational Feedback Chapter 7: Relational Grading Epilogue References and Resources Index

Visible Learning for Teachers John Hattie 2012-03-15 In November 2008, John Hattie's ground-breaking book *Visible Learning* synthesised the results of more than fifteen years research involving millions of students and represented the biggest ever collection of evidence-based research into what actually works in schools to improve learning. *Visible Learning for Teachers* takes the next step and brings those ground breaking concepts to a completely new audience. Written for students, pre-service and in-service teachers, it explains how to apply the principles of *Visible Learning* to any classroom anywhere in the world. The author offers concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book: links the biggest ever research project on teaching strategies to practical classroom implementation champions both teacher and student perspectives and contains step by step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up offers checklists, exercises, case studies and best practice scenarios to assist in raising achievement includes whole school checklists and advice for school leaders on facilitating visible learning in their institution now includes additional meta-analyses bringing the total cited within the research to over 900 comprehensively covers numerous areas of learning activity including pupil motivation, curriculum, meta-cognitive strategies, behaviour, teaching strategies, and classroom management. *Visible Learning for Teachers* is a must read for any student or teacher who wants an evidence based answer to the question; 'how do we maximise achievement in our schools?'

Student-Centered Coaching Diane Sweeney 2010-11-19 This practical resource is grounded in a simple but powerful premise: that school-based coaching programs can be designed in a way that more directly impacts student achievement. In a student-centered coaching relationship, the focus is on using data and student work to drive conversations between coaches and teachers to make informed decisions about instruction. In other words, coaches and teachers work collaboratively to support students. The book also underscores the critical role of the principal in developing systems and structures to support teacher learning and fostering a culture of learning. The book is suitable for use with both new and experienced coaches and the principals who support them.

Learner-Centered Pedagogy Kevin Michael Klipfel 2020-03-31 Fusing theory with practice, this handbook is a valuable resource to help every practitioner connect with learners more effectively.

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