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Educational Psychology Australian Edition 2012-07-25 learning and teaching is an integrated process and theory and practice cannot be separated as in the previous australasian edition educational psychology 3e continues to emphasise the educational implications and applications of child development cognitive science learning and teaching recurring themes throughout the text include ideas about education social and socio cultural aspects of education schools families and community development learning and curriculum and effective teaching author kay margetts incorporates australasian perspectives and applications using the work of australasian researchers and teachers numerous examples case studies guidelines and practical tips from experienced teachers are used in the text to explore the connections between knowledge understanding and practice

The Rhetorical Power of Children's Literature 2016-12-21 the rhetorical power of children s literature is an edited volume with contributions from established and new scholars of rhetoric offering case studies that analyze a full array of genres in children s literature from picture books to young adult novels collectively this volume s contributions interrogate how children s literature is a powerful yet under

examined space of rhetorical discourse that influences one of the most vulnerable segments of our population this book is singularly unique given that it will be the first collection of essays on children s literature from the distinct perspective of the field of communication beyond topical novelty the contributors utilize a range of scholarly methods to analyze instances of the rhetoric of children s literature consequently essays in this volume may be read for both their specific topical content and as exemplars for multiple methodological approaches to the study of the rhetoric of children s literature collectively the contributors set out to contribute to our knowledge of how instances of children s literature operate as rhetorical discourses the volume is organized by case studies approached through critical rhetorical lenses that analyze specific instances of children s literature from two distinct stages of children s developmental reading experiences including pre early literacy and fluent reading structurally the book includes eight content chapters divided evenly with four chapters analyzing books for young children and four chapters analyzing books targeting audiences from late childhood to adolescence an overview of each content chapter accompanies this proposal is an edited volume with

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Educational Psychology 2013 this edition of woolfolk s book has been reformatted to give instructors greater course flexibility and to help students master the material even more easily it provides state of the art information delivered in multiple media and modalities for students with a variety of learning styles

Portrait of the Artist as a Young Adult 2013-10-30 young adults often struggle with confusion or guilt because they perceive themselves as different from others especially their peers for some of these individuals the arts can help them cope with adolescent turmoil allowing them to express their emotions in poems stories painting songs and other creative outlets sensitive teachers and parents know how important it is for young people to realize that they are not alone in their quest for self knowledge and finding their way in the world it can make a difference when readers find something in

a book that helps them understand more about who they are and helps them understand others in portrait of the artist as a young adult the arts in young adult literature lois thomas stover and connie s zitlow examine books in which the coming of age for young adults is influenced by the arts stover and zitlow consider the connection between the arts and a young person s developing sense of self the use of art to cope with loss and grief and how young adults can use art to foster catharsis and healing the young people in these books either identify as artists or use the arts in intentional ways to explore their identities they often have artistic gifts that make them stand outside the norms of teenage life yet those gifts also help them find a sense of community artists considered in this book include painters photographers sculptors actors directors choreographers dancers composers musicians graffiti artists and others the books discussed also explore the ways adults can nurture the artist s development and understand the way young people sometimes use the arts to form their unique identity included is an annotated bibliography organized by art discipline as well as an appendix about using the arts pedagogically making portrait of the artist as a young adult a valuable resource for educators parents

librarians and young adults

Designing a Motivational Syllabus 2023-07-03 a thoughtfully constructed syllabus can be transformative for your students learning communicating the path they can take to succeed this book demonstrates how rather than being a mundane document to convey policies you can construct your syllabus to be a motivating resource that conveys a clear sense of your course s learning goals how students can achieve those goals and makes evident your teaching philosophy and why you have adopted the teaching strategies you will use such as discussion or group activities developing or revising a syllabus also presents you with a perfect opportunity to review the learning possibilities for the semester well designed it can help you stay focused on achieving the learning outcomes as well as determine if the class is on track and whether adjustments to the schedule are needed the authors show how by adopting a welcoming tone and clearly stating learning outcomes your syllabus can engage students by explaining the relevance of your course to their studies create an all important positive first impression of you as an instructor and guide students through the resources you will be

using the assignments ahead as well as clear guidance on how they will be assessed referred to frequently as the course progresses an effective syllabus will keep students engaged and on task christine harrington and melissa thomas lead you through all the elements of a syllabus to help you identify how to present key messages and information about your course think through the impressions you want to create and equally importantly suggest how you can use layout and elements such as images and charts to make your syllabus visually appealing and easy to navigate

Created to Learn 2010-07 revised and expanded second edition of william r yount s book showing teachers how to organize and adapt classroom instruction to fit the learning styles of their students

Leading Research in Educational Administration 2011-06-01 leading research in educational administration a festschrift for wayne k hoy is the tenth in a series on research and theory dedicated to advancing our understanding of schools through empirical study and theoretical analysis that was initiated by wayne and cecil g miskel this tenth anniversary edition honors and celebrates the research leadership wayne has provided in the field of educational administration through his distinguished

Educational Psychology 1990

1. The first step in the process of learning is to identify the learning objectives. This involves determining what the learner should be able to do after completing the instruction. Learning objectives should be specific, measurable, and achievable. They should also be aligned with the overall goals of the course or program.

2. The second step is to select the appropriate learning activities. These activities should be designed to engage the learner and provide opportunities for them to practice the skills and knowledge they are learning. Active learning strategies, such as group work, problem-solving, and case studies, are often more effective than passive learning strategies, such as lectures and reading.

3. The third step is to assess the learner's progress. This involves using a variety of assessment methods to measure the learner's understanding and skills. Formative assessments, such as quizzes and assignments, provide ongoing feedback to the learner and help the instructor adjust the instruction as needed. Summative assessments, such as exams and projects, provide a final evaluation of the learner's performance.

4. The fourth step is to provide feedback to the learner. Feedback is essential for learning because it helps the learner identify their strengths and weaknesses and provides them with the information they need to improve. Feedback should be timely, specific, and constructive. It should focus on the learner's performance rather than their personality or intelligence.

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