

EBOOKsample Classroom Observation Paper

Rosemary Webb

EBOOK: Disseminating Qualitative Research in Educational Settings Christina Hughes, 2003-11-16 This book is a useful addition to the growing literature in the field of educational research methodology, and offers a lively and very unusual introduction to an aspect of research which has so far received little attention. It is particularly helpful in drawing on experience across the educational landscape, including adult and lifelong education, as well as schools-based work. For this very reason it will be a very valuable resource for a broad audience.” Studies in the Education of Adults The processes and practices of the dissemination of research findings are exceptionally neglected fields in the research methods literature. Yet disseminating and using our findings are significant reasons why we undertake research. Organised in three parts, this text provides an accessible, critically informed and up-to-date overview of key aspects of dissemination. In so doing this text: *provides a critical review of contemporary policy and dissemination models in education. *contains a series of case studies produced by internationally respected researchers in a range of educational fields. Drawing on their extensive experiences of dissemination, these case studies illuminate how dissemination acts proceed in qualitative research projects. They also illuminate the dilemmas facing qualitative researchers who strive to disseminate their work. *Enables researchers to develop 'informed practice' in respect of disseminating research in a range of educational settings.

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Also useful for competitive examinations like NTSE, KVPY, JMO, JSO etc.

EBOOK: Changing Teaching and Learning in the Primary School Rosemary Webb, 2006-09-16 "With care, and in partnership with others, it may yet be possible to overcome contemporary dilemmas and to provide the high quality, rounded and fulfilling education for all to which so many aspire. This book helps considerably in understanding contemporary problems and challenges in primary education - it is important, timely and deserves to be widely read." Andrew Pollard, Institute of Education, London What is the impact of New Labour's education policies on primary schools? What are the main lessons to be learned from recent research on primary schools? What are the implications for the future of primary education? In this topical book, leading academics in primary education evaluate New Labour's Education policy. They draw on the findings of the latest research to discuss the impact of policies on primary school practice and on the views and experiences of primary school teachers and pupils. Current issues and initiatives are analysed to identify the extent to which policy is shaped by past events, trends and assumptions. The contributors consider the future of primary education, offer recommendations at school, LEA and national level, and make suggestions for future research. *Changing Teaching and Learning in the Primary School* emphasises the central importance of taking children's perspectives into account when making changes in policy and practice. By focusing predominantly on teaching and learning at Key Stage 2, the book addresses the imbalance between the range and depth of information offered on pre-school and infant education and that available on junior teaching. This is key reading for students on primary initial teacher training programmes, Education Studies students, primary school teachers and classroom assistants, as well as education researchers and school leaders.

Space Exploration (ENHANCED eBook) Karen Hales Meham, 1995-09-01 The information and activities in this Space Exploration Resource Guide are organized in roughly three sections: the Space Travel Simulation; Our Solar System and Beyond; and Energy, Force, and Motion in Space. Learning opportunities in each section are planned to engage children and teachers in experiences that allow for free exploration, concept development, and application of concepts. A classroom space shuttle simulation provides the focus for child exploration throughout the unit of study. The activities in the resource guide are not organized in a sequential, lock-step way, but rather are structured so teachers can choose from activities as if they were selecting from a menu—planning learning opportunities based on children's interests and levels of understanding. Four transparencies (print books) or PowerPoint slides (eBooks) are included to engage students in discussion and reinforce the concepts presented in the book.

Writing a Personal Essay (ENHANCED eBook) R.E. Myers, 2009-09-01 The activities in this book will take the student through the step-by-step process of writing a personal essay - from choosing a topic to presenting a finished essay. A Teacher's Guide is included for most lessons and a Student Tip Sheet and a Sample Topics List will help make writing an essay a breeze.

EBOOK: Promoting Independent Learning in the Primary Classroom Jill Williams, 2003-02-16 From birth, human beings are striving to make sense of the world. They learn through interaction, modelling first hand experience and independent action. Most children arrive at school with the notion that being independent and having the desire to take responsibility has been seen, in their homes, as a good thing. However, what often happens is that responsibility may be denied them in school and further bids for independence are viewed as negative behaviour. This book argues that independence in the classroom should be seen as beneficial for learners and also for teachers. Jill Williams makes a compelling case for a climate in which decision making is valued, where children are enabled to solve problems and where children and adults respect each others point of view, arguing that this will be a climate in which independence flourishes. In turn the benefits in terms of teaching and learning will be apparent for both the children and the teachers. The notion of independence in the classroom is explored through vivid cameos showing positive relationships between teachers and learners, inspirational classroom organization and management and examples of children taking their learning forward in an environment where they have choices. The careful monitoring, assessment and discussion of teaching and learning which is presented highlights the benefits for both learners and teachers when there is a focus on independence.

EBOOK: Improving Teaching and Learning in Higher Education: A Whole Institution Approach Vaneeta D'Andrea, David Gosling, 2005-08-16 What are the aims of higher education? What are the strategies necessary for institutional improvement? How might the student experience be improved? The emergence of the discourse around learning and teaching is one of the more remarkable phenomena of the last decade in higher education. Increasingly, universities are being required to pay greater attention to improving teaching and enhancing student learning. This book will help universities and colleges achieve these goals through an approach to institutional change that is well founded on both research and practical experience. By placing learning at the centre of organizational change, this book challenges many of the current assumptions about management of teaching, supporting students, the separation of research and teaching, the use of information technology and quality systems. It demonstrates how trust can be restored within higher education while advancing the need for change based on principles of equity and academic values for students and teachers alike. *Improving Teaching and Learning in Higher Education* is key reading for anyone interested in the development of teaching and learning in higher education, as well as policy makers.

EBOOK: Raising Boys' Achievement in Secondary Schools Mike Younger, Molly Warrington, Ros McLellan, 2005-11-16 Boys' achievement has attracted great attention in recent years in many countries. This comprehensive book based on sound research in schools provides practical insights into how the achievement of boys and girls can be raised. It reminds us that it is not all boys or no girls who underachieve. It demonstrates the respective roles of teaching and learning, school culture and social factors. No easy answers but excellent ideas backed by evidence from authoritative, thorough researchers with a firm

basis in schools. Judy Sebba, Professor of Education, University of Sussex Teachers will find this book invaluable. It is based on quality research which actually evaluates the impact of the various strategies suggested for raising boys' achievement. What is more, in contrast to many of the more 'quick-fix' works in this field, the authors' discussion and analysis is measured and nuanced, and supported by an in-depth understanding of the wealth of theory and research around gender and achievement. It provides a welcome and weighty contribution to an ever-controversial debate. Becky Francis, London Metropolitan University In this important book, the authors evaluate different approaches and advocate practical, evidence-based strategies, which have the potential to promote boys' as well as girls' achievements. The approaches are discussed within the context of inclusivity, acknowledging the diverse needs and interests of different boys and the invisibility and continuing disadvantage of some girls. The book begins and ends with reflections from students of their own school experiences, and makes practical recommendations for the future. This book draws upon empirical research and work initiated as part of the DfES project on Raising Boys' Achievement. It brings together theoretical and practical issues, and reflects upon the construction of the debate about boys' apparent under-achievement from the perspectives of girls as well as boys. The authors critically explore notions of under-achievement and 'value added', and consider how useful the concept of the 'gender gap' is in advancing the debates. Raising Boys' Achievement in Secondary Schools is key reading for undergraduate and postgraduate Education students, PGCE students, headteachers, senior managers within schools and local education authorities, and policy makers.

EBOOK: Teaching Secondary Mathematics with ICT Sue Johnston-Wilder, David Pimm, 2004-10-16 "This is a book all mathematics teachers and teacher educators should read! It brings together a wealth of insights from a range of authors... The major issues confronting teachers of mathematics who wish to use ICT in different domains of mathematics are addressed in a clear and accessible way." Professor Celia Hoyles OBE, Dean of Research and Consultancy, Institute of Education, University of London Teaching Secondary Mathematics with ICT shows the reader how to use Information and Communication Technology (ICT) effectively to enhance the teaching of mathematics in the secondary school. The book explains which forms of technology can be used to improve mathematics teaching and learning, how to get started and where to go for further information. The first two chapters provide a useful introduction for those new to teaching mathematics with ICT. Further chapters cover topics including: ICT and the curriculum: number, algebra, geometry and statistics Making use of interactive whiteboards in the classroom Using the internet and video-conferencing to enhance teaching The book includes practical classroom scenarios and case studies (for example, the government-funded MathsAlive! Initiative), as well as discussions of general issues, such as the role of feedback and the use of ICT in whole-class teaching. It draws on current research and is supplemented by a linked web site, which provides access to demonstration copies of software and sample files. It also includes a directory of resources with lists of organisations, web sites, projects and further reading. Key reading

for Education students specialising in Mathematics and all those teaching secondary mathematics, including non-specialists and those on professional development courses. Visit the text-supporting website: www.openup.co.uk/jwp

EBOOK: Practice Educating Social Work Students: Supporting qualifying students on their placements Wendy Showell Nicholas, Joanna Kerr, 2015-03-16 This brand new book is essential reading for anyone involved in practice educating social work students. Whether you are an on-site or off-site practice educator, or a workplace supervisor, the book will guide you through your role, providing practical and straightforward advice about the process from start to finish. With handy references to the Practice Educator Professional Standards (PEPS) throughout, the book helps first-time practice educators to quell their anxieties and supports both new and experienced practitioners to develop skills to support their students and deepen their own professional expertise. The book provides enlightening and unintimidating guidance on how to: Establish expectations with social work students at the start of a placement Assess and support your students to achieve to the very best of their abilities Ensure the highest quality placement experience is offered in your setting Write clear, constructive and helpful reports at the mid and end points of the placement Tackle difficult conversations and create action plans when things go wrong Guarantee your students fulfil the criteria of the Professional Capabilities Framework and that you achieve the requirements of PEP domains Written by two experienced professionals, the book is packed with practical tips, handy checklists and realistic examples, providing the time-pressed practice educator with at-a-glance Best Practice points and Common Pitfalls to avoid. When I read the book, I found it to be helpful and easy to negotiate, offering really practical and straightforward advice in an easy style. I would recommend it to all Practice Educators, whether long in the tooth or fresh in to the profession. Steve Harding, Social Work Tutor, University of Leeds, UK An increase in expectations and practice standards, in recent years, now requires the Practice Educator role within social work to be enshrined in evidence-based educative practice theory, specialist professional standards, ethics and values. This publication consolidates professional practice standards alongside the PCF within the context of current social work education and would be an invaluable tool for practice educators new and old. It is clear, insightful and above all, comes from an experienced practitioner base. I wish I had had this type of publication when first starting out. I will have no hesitation in recommending this book to my own Trainee Practice Educators within and outside the social work field. Kathryne Thomson, Associate Lecturer, Practice Educator Professional Standards 1 + 2 Mentor and Assessor, Practice Educator + Consultant affiliated to Bucks New University, UK

EBOOK: TEACHING THE PRIMARY CURRICULUM Jane Johnston, Mark Charter, Derek Bell, 2002-01-16 * What is good teaching and learning in the primary school? * How can teachers manage the whole curriculum and still educate the whole child and raise standards? * How can teachers be in critical dialogue with each other and with the curriculum in their search for improvement? * What is the role of the teacher in the new primary curriculum? This wide ranging book seeks to

address these questions and to provide a comprehensive overview of the whole primary curriculum. It aims to develop teaching throughout primary education and to support teachers in the effective delivery of the curriculum. There is a particular focus on recent changes in primary education. The contributors consider how teaching methodologies need to adapt to these changes to meet the needs of children and raise standards in school. Throughout the book, emphasis is placed on effective teaching and learning methodologies, the importance of quality interaction in the classroom, the role of the teacher in teaching and learning and the experience of the child. Exemplars of good teaching are provided in each chapter, as well as thought provoking ideas for good practice.

EBOOK: FIRST YEARS AT SCHOOL Angela Anning, 1997-01-16 Review of 1st edition I found the whole account a model of clarity with a good blend of theory and practice which many authors would do well to note Ted Wragg, TES The First Years at School (2nd Edn) is a practical and reflective discussion of the education of 4 to 8 year olds based on a sympathetic recognition of the complexities of being an early years teacher. Angela Anning begins by reviewing the historical and ideological traditions of British infant and primary schools, tracing how we have reached the position where teachers feel themselves to be torn between child-centered and utilitarian demands in educating young children. She then provides a detailed and authoritative critique of recent thinking about the cognitive, social and emotional development of children, and explores the complexities of teachers' roles. She discusses the organization of the classroom, the structuring of learning in the school day and the content of the curriculum. She tackles the implications of the series of changes in the National Curriculum Orders and the national assessment systems for seven year olds and their impact on pre-fives and children with special educational needs. The second edition brings the debate about the post Dearing Key Stage One curriculum and its implications for pre-school education bang up to date. This will be vital reading for both student and practising teachers of young children.

Life in a Pond (eBook) Ilene L. Follman, 1997-09-01 The information contained in this resource and activity book enhances children's knowledge and awareness of the living and non-living components of a pond, including the variety of life forms that can be found living on, under, and around the surface of a pond. Through observation and investigation, children will discover similarities, differences, and interactions among living things that inhabit a pond. Activities that emphasize plant and animal adaptations, interdependence, and food chains enable students to learn more about how living things survive in a still, freshwater ecosystem. Four transparencies (print books) or PowerPoint slides (eBooks) are included to engage students in discussion and reinforce the concepts presented in the book.

EBOOK: International Handbook on the Continuing Professional Development of Teachers Christopher Day, Judyth Sachs, 2005-12-16 "Christopher Day and Judyth Sachs have done a remarkable job of pulling together an outstanding collection of essays on professional development that reflect its stunning diversity in different regions around the world. They

have done for readers what no one else has accomplished in nearly a quarter century: Combine in a single volume a clear and concise description of professional development's past, present, and projected future internationally." Thomas R. Guskey, University of Kentucky. an engaging text through out and can be dipped in to or read from beginning to end... The editors and authors of this book have done a great service to teachers and professional development educators worldwide Journal of Inservice Education This Handbook brings together theoretical and empirical research on purposes, policies and practices of teachers' continuing professional development (CPD) over the last twenty years. It provides a unique collection of regional writing from key professionals in different regions of the world, featuring: A review of current CPD literature Discussion of the politics, policies and purposes of CPD Case studies from Europe, USA, Australia, Asia, Africa and South America A synthesis of research and future research possibilities The book comprises a fascinating mix of conceptual framing, accounts of purposes and practices, case studies and analyses of best practice from a range of highly regarded writers in the field. It is an indispensable source book for policy makers and teachers at all levels of the education systems. Contributors: Beatrice Avalos, Ray Bolam, Pam Christie, Marion Dadds, Christopher Day, John Elliott, Susan Groundwater-Smith, Shirley Grundy, Ken Harley, Alma Harris, Geert Kelchtermans, Geoff Lindsay, Judith Warren Little, Agnes McMahon, Daniel Muijs, Alan Penny, Judith Robison, Judyth Sachs, Ciaran Sugrue, David Tripp

EBOOK: Starting from the Child: Teaching and Learning in the Foundation Stage Julie Fisher, 2013-03-16 Starting from the Child supports early years practitioners to be advocates for young children and their learning needs. In the fourth edition of this highly influential and inspirational book, Julie Fisher outlines the important theories and research which should underpin best early years practice. She takes a robust and principled stand against downward pressure to formalise young children's learning too soon, and offers practical and meaningful ways to develop high quality learning and teaching in the early years. Starting from the Child challenges all early years practitioners to consider: How to build on children's innate desire to learn and their competence and autonomy as effective early learners How to plan environments indoors and out that make learning irresistible How to plan for high quality child-initiated learning to take place seamlessly alongside learning that is adult-initiated The role of the adult in supporting and extending young children's learning How daily observation of children informs and underpins planning for their individual and unique learning needs Revised and updated throughout, this fourth edition includes the latest research on early brain development and reference to recent government initiatives including the revised Early Years Foundation Stage. Starting from the Child is essential reading, not only for early years practitioners, but for all those who manage and make decisions about early learning. "Julie draws on her extensive work with practitioners to present the everyday realities and complexities of their practice, and to sound welcome notes of caution about the ways in which policy frameworks are used... The book also reflects deeply held convictions about the moral and ethical responsibilities we have to teach young children in ways that respect their extraordinary enthusiasm for

learning.” Professor Elizabeth Wood, University of Sheffield, UK “The title says it all. Julie takes the reader by the hand and says ‘Look and listen, give these children your full and respectful attention and they will teach you how to be with them.’ All the practical ideas in the book support practitioners in using their skills and knowledge to recognise early childhood as valuable in its own right - to be relished and enjoyed, not to be rushed through or seen merely as preparation for the next stage.” Helen Moylett, Early Years Consultant and writer “Julie Fisher’s work has been a staple of Early Childhood Education since the first edition of Starting from the Child in 1996. Her fourth edition does not disappoint, and is a welcome development of her thinking... This is a book for students, teachers and other early years workers seeking to find their way through the conflicting needs of a rapidly changing area of work.” Nick Swarbrick, Programme Lead for the Undergraduate Modular Programme in the School of Education, Oxford Brookes University, UK

OCR AS Chemistry Student Unit Guide Unit 2 Ebook Mike Smith,2009-06-26 Student Unit Guides are perfect for revision. Each guide is written by an examiner and explains the unit requirements, summarises the relevant unit content and includes a series of specimen questions and answers. There are three sections to each guide: Introduction - includes advice on how to use the guide, an explanation of the skills being tested by the assessment objectives, an outline of the unit or module and, depending on the unit, suggestions for how to revise effectively and prepare for the examination questions. Content Guidance - provides an examiner's overview of the module's key terms and concepts and identifies opportunities to exhibit the skills required by the unit. It is designed to help students to structure their revision and make them aware of the concepts they need to understand the exam and how they might analyse and evaluate topics. Question and Answers - sample questions and with graded answers which have been carefully written to reflect the style of the unit. All responses are accompanied by commentaries which highlight their respective strengths and weaknesses, giving students an insight into the mind of the examiner.

EBOOK: THE CLASS SIZE DEBATE Peter Blatchford,2003-04-16 This is a very important book which may become a classic. The research study is remarkable in its magnitude, breadth and duration.... it is described in a form accessible to practitioners and policy makers. - Professor Jeremy D. Finn, State University of New York at Buffalo, USA This fascinating book is one that should be compulsory reading for student teachers... It also provides challenge and insight for experienced teachers. ...a stimulating source of evidence which will challenge people to consider their own approaches and what might constitute good practice. ...an important contribution to the class size debate. - Inservice Journal One of the most important debates in education in recent years has been about the effects of class size differences in schools. This book provides the most complete analysis to date of the educational consequences of class size differences, and sets out to solve the puzzling gap between professional experience and research findings. This book: Examines results from a pioneering research project of international significance, unique in its scale and methodology Investigates the relationships between class size and pupil

achievements by detailed examination of classroom processes Considers the view that small classes provide better teaching and learning, and why this is not supported by past research findings Identifies implications for policy at government, LEA and school level, teacher education and professional development Indicates implications for practice - maximising opportunities of small classes and minimising problems in large classes. Written in an accessible style and drawing upon examples from classroom life, this book is important reading for student and practising primary school teachers, M.Ed and doctoral students, teacher educators, researchers and policymakers.

EBOOK: Supervising the Doctorate Sara Delamont,Paul Atkinson,Odette Parry,2004-06-16 This publication represents a thorough updating of an earlier book that was, in its own right, very useful. The second edition...is a significant improvement on its predecessor and I cannot recommend it highly enough for novice or experienced doctoral supervisors. Journal of Adult and Continuing Education How can I get my students to produce good theses on time? My last student failed! What could I have done to prevent it? I am supposed to train the new supervisors in my faculty; where can I get some good ideas? This new edition of *Supervising the Doctorate* still provides everything you ever wanted to know about the doctoral supervision but were afraid to ask! It includes: New material on supervising professional doctoral theses A new chapter on the changing policy context in higher education Latest research findings Experiential material from staff development sessions throughout the United Kingdom and New Zealand Now that supervisor training is compulsory, this practical, no-nonsense handbook is essential reading for both the novice and the experienced higher degree supervisor. For novices there is a developmental sequence of advice, guiding them through all stages of supervision from the first meeting to the viva and beyond. For experienced supervisors there are fresh ideas on how to improve practice and solve problems. Grounded in research, this book is invaluable to academics in all disciplines. At a time when there is increasing pressure to ensure 'quality' provision, to improve the doctoral completion rate, and to turn out employable graduates, the need for a practical guide is obvious. An essential item for every academic's bookshelf.

EBOOK: Children's Literature and Computer Based Teaching Len Unsworth,Angela Thomas,Alyson Simpson,Jennifer Asha,2005-06-16 "This stellar book extends teachers' thinking well beyond 'book spaces' and into 'digital spaces' by offering theorized approaches to analyzing children's literature across media, and careful descriptions of effective learning activities that are rich in detail and practical advice. This book (and its digital spaces) is an indispensable guide to engaging with children's literature and new digital media." Michele Knobel, Montclair State University, USA. "The book overall is exciting, informative and practical, outlining important theoretical perspectives and ideas while also providing much wisdom and advice to teachers about how to transform their literary programs." Frances Christie, Emeritus Professor of Language and Literacy Education, University of Melbourne and Honorary Professor of Education, University of Sydney, Australia. This book connects classroom teaching of children's literature with the digital age. It celebrates the charm of

children's literature and its role in literacy development, as well as the appeal of information and communications technology (ICT) to students and its capacity to enrich students' learning and enjoyment of literary texts. The authors outline the ways in which children's literature is developing new dimensions, for example: The re-publication of children's books on CD ROM and the world wide web Web resources for working with literary texts, including e-mail discussion groups Children's participation in the collaborative construction of online narratives The book provides practical guidance for teachers who are inexperienced with ICT. It describes and discusses implementation of activities that extend traditional approaches to literary texts and take advantage of available technology.

EBOOK: Expansive Education Bill Lucas, Guy Claxton, Ellen Spencer, 2013-09-16 Teachers from schools across the world believe that there is more to education than success in examinations. Many practitioners are becoming increasingly familiar with expansive education concepts such as learning dispositions, habits of mind, and expandable intelligence, and are striving to instill these valuable mind-sets into their pupils. In this groundbreaking and visionary book, acclaimed authors Lucas, Claxton and Spencer define, consolidate and reinforce this revolutionary shift. *Expansive Education: Teaching learners for the real world* showcases a growing number of schools that are developing methods of teaching and learning that deliberately cultivate powerful learners. Drawing on established theory as well as current research and practice, this essential resource encapsulates the best of these approaches, and demonstrates discernible links to achievement gains and learner engagement. *Expansive Education* offers: Radical thinking about the purpose of schools, underpinned by latest literature from the learning sciences A critical exploration of what works in practice and an analysis of pioneering concepts that support dispositional approaches to learning A scaffolding framework that assists teachers in consistently choosing those methods most likely to create expansive learning environments A powerful manifesto for individual schools, clusters of schools, districts and national systems to articulate a different vision of education and a means of tracking real progress.

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