



Facing Value Decisions

Shaver, James P.

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Facing Value Decisions Rationale Building For Teachers

Josef de Beer



Facing Value Decisions Rationale Building For Teachers:

Facing Value Decisions James P. Shaver, William Strong, 1982 **Handbook on Teaching Social Issues** Ronald W. Evans, David W. Saxe, 2007-10-01 There s no book like this one for educators interested in issues centered teaching More than 40 experts have contributed articles offering comprehensive coverage of the field of social issues education In addition to a full examination of objectives and methods contributors show how social issues can be taught as part of history geography the social sciences and global and environmental studies The challenges of assessment curriculum and effective teacher education are fully explored With its teaching ideas and useful resource section this book is an indispensable addition to your library Contributors include Shirley Engle Anna Ochoa Becker Jack Nelson Carole Hahn Byron Massialas Jeff Passe Jesus Garcia Gloria Ladson Billings Merry Merryfield Patricia Avery Sam Totten Bill Wraga Walter Parker and James Shaver Handbook of Research on Establishing Digital Competencies in the Pursuit of Online Learning Podovšovnik, Eva, De Giuseppe, Tonia, Corona, Felice, 2023-07-14 After two years of forced changes in the educational system and shifting to a new model where online learning became a reality students and teachers gained a lot of experience and new insights into online learning Thus it is relevant for educators managers of schools and developers of online applications to understand what was learned during the pandemic in order to adapt to the new situation The Handbook of Research on Establishing Digital Competencies in the Pursuit of Online Learning considers important lessons learned about online teaching during the pandemic the experiences of educators and the perspectives of students and teachers The book also assists educators in designing their learning process for it to be more student and teacher oriented Covering key topics such as technology digital skills and distance learning this reference work is ideal for industry professionals administrators policymakers principals researchers academicians scholars instructors and students *Resources in Education* , 1998 *Values in Education and Education in Values* Mark Halstead, Monica J. Taylor, 2005-10-26 An investigation into how schools can influence the developing values of young people is given in this book The authors first look from the perspective of educationalists and policy makers at values within contemporary education in particular moral spiritual democratic and environmental values together with arts and health education Secondly they focus on the values of pupils and schools examining school aims and mission statements the formal curriculum school ethos and assessment of children s development Insights are provided with guidance on how values may be most effectively incorporated into the activities of the schools This book is intended to be of use as a practical and informative guide to all those involved in primary and secondary education and those interested in values education generally How to Teach about Values Jack R. Fraenkel, 1977 Think Level 4 Teacher's Book Brian Hart, Herbert Puchta, Jeff Stranks, Peter Lewis-Jones, 2016-09-08 Challenge and inspire your teenage learners to think beyond language Think is a fresh vibrant and upbeat course designed to engage teenage learners and make them think The Teacher s Book provides full lesson support for this level including teacher s notes audio scripts answer keys suggestions for extra

activities and lesson options for mixed ability classes plus tips on how to get the best out of Think s array of digital tools and components **Teaching About International Conflict and Peace** Merry M. Merryfield,Richard C. Remy,1995-01-01

This book is about international conflict resolution and management **Educating Teachers Online in Challenging Times** Kevin Wai Ho Yung,Hui Xuan Xu,2023-05-29 This edited collection documents the challenges experienced by teacher educators in service teachers and student teachers in Hong Kong triggered by protests civil unrest and the global outbreak of the COVID 19 pandemic and identifies innovative practices in curriculum pedagogy and assessment that have enabled them to overcome the challenges in online teaching It offers implications for teacher professional development through reflective practices and the enhancement of the scholarship of teaching and learning in the teacher education sector in Hong Kong and beyond Teaching and learning in various education sectors in Hong Kong experienced unprecedented challenges starting in late 2019 The suspension of face to face teaching resulted in the reliance on e technology and online teaching and learning Many teachers and students felt unprepared and thus experienced emotional distress However the challenges opened up opportunities for teacher educators to revamp their instructional and assessment practices to cater for students learning needs in the online environment The chapters are split into five sections covering the situation of teacher education in challenging times stakeholders experiences and challenges in teaching and learning curriculum and pedagogical innovations assessment and feedback practices and finally scholarship of teaching and learning The book will be of particular interest to those who are committed to professional development through strengthening their reflective practice online teaching and the scholarship of teaching and learning It will also be an ideal text for education scholars and postgraduate students in curriculum planning innovative online pedagogies and assessment practices in teacher education and the broader higher education context **Data Book of Social Studies Materials and Resources** ,1980 **Values in Sex Education J.**

Mark Halstead,Michael Jonathan Reiss,2003 An accessible yet authoritative book situating sex education both in the primary and secondary school within the current focus on values and citizenship *Teaching and Studying Social Issues* Samuel Totten,Jon Pedersen,2011-01-01 Teaching and Studying Social Issues Major Programs and Approaches focuses on many of the major innovations developed over the past 100 years by noted educators to assist students in the study and analysis of key social issues that impact their lives and society This book complements earlier books that address other aspects of studying and addressing social issues in the secondary classroom Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education Lexington Books 2006 Addressing Social Issues in the Classroom and Beyond The Pedagogical Efforts of Pioneers in the Field Information Age Publishing 2007 and Social Issues and Service at the Middle Level Information Age Publishers 2009 The current book ranges in scope from Harold Rugg s pioneering effort to develop textbooks that purposely addressed key social issues and thus provided teachers and students with a major tool with which to examine social issues in the classroom to the relatively new efforts over the last 20 to 30 years including global

education environmental education Science Technology Society STS and genocide education This book provides the readers with details about the innovators their innovations so they can 1 learn from past efforts particularly in regard to what worked and didn't work and why 2 glean new ideas methods and approaches for use in their own classrooms and 3 craft new methods and approaches based on the strengths of past innovations Curriculum for Utopia William B. Stanley, 1992-07-01 This book examines the relationship between contemporary forms of critical theory and social reconstructionism as they relate and contribute to the construction of a radical theory of education It illustrates many of the persistent issues problems and goals of radical educational reform including the importance of developing a language of possibility utopian thought and the critical competence necessary to reveal and deconstruct forms of oppression Stanley perceptively and clearly reexamines new challenges posed to various forms of critical pedagogy including reconstructionism by the development of postmodern and poststructuralist theory focusing on the connections and continuities between them *Doing Race in Social Studies* Prentice T. Chandler, 2015-07-01 Race and racism are a foundational part of the global and American experience With this idea in mind our social studies classes should reflect this reality Social studies educators often have difficulties teaching about race within the context of their classrooms due to a variety of institutional and personal factors *Doing Race in Social Studies Critical Perspectives* provides teachers at all levels with research in social studies and critical race theory CRT and specific content ideas for how to teach about race within their social studies classes The chapters in this book serve to fill the gap between the theoretical and the practical as well as help teachers come to a better understanding of how teaching social studies from a CRT perspective can be enacted The chapters included in this volume are written by prominent scholars in the field of social studies and CRT They represent an original melding of CRT concepts with considerations of enacted social studies pedagogy This volume addresses a void in the social studies conversation about race how to think and teach about race within the social science disciplines that comprise the social studies Given the original nature of this work *Doing Race in Social Studies Critical Perspectives* is a much needed addition to the conversation about race and social studies education

Active Learning in Social Studies Roberta M. Woolever, Kathryn P. Scott, 1988 **AETS Yearbook**, 1979

Classroom Behavior Management for Diverse and Inclusive Schools Herbert Grossman, 2004 This text utilizes a three stage approach to classroom behaviour management to assist teachers to avoid behaviour problems manage those that cannot be avoided and resolve those that cannot be managed Researching and Teaching Social Issues Samuel Totten, Jon Pedersen, 2012-05-01 originally published by Lexington Books A division of Rowman Littlefield *Researching and Teaching Social Issues The Personal Stories and Pedagogical Efforts of Professors of Education* is comprised of original personal essays in which notable teacher educators delineate the genesis and evolution of their thought and work vis a vis the teaching of social issues In relating their personal stories the authors were asked to discuss among other issues those individuals and or scholarly works that have most influenced them and how their own aspirations in the field the frustrations

they have faced their perceptions of the field their major contributions and their current endeavors Our goal was that each and every story be as informative instructive and engaging as possible We believe that readers will be thoroughly engaged as they read the stories of these individuals stories that are inspiring filled with passion and reflective in nature We also believe that readers will gain unique pedagogical insights into the field and ample food for thought The individuals selected for inclusion in the book dedicated a great amount of time thought energy and commitment to creating powerful and pedagogically sound ways to teach about social and or controversial issues Many have done so for well over forty years and have been among the strongest advocates vis vis the place social issues have in the extant curriculum and beyond

Social Studies for the Twenty-First Century Jack Zevin, 2013-08-21 *Social Studies for the Twenty First Century Third Edition* weaves theory curriculum methods and assessment into a comprehensive model to guide middle and secondary teachers in setting objectives planning lessons units and courses choosing classroom strategies and constructing tests for some of the field s most popular and enduring programs It offers practical interesting exciting ways to teach social studies and a multitude of instructional and professional resources for teachers The text includes separate chapters on teaching each of the major areas of the social studies curriculum Its reflective and integrative framework emphasizes building imagination insight and critical thinking into everyday classrooms encourages problem solving attitudes and behavior and provokes analysis reflection and debate Throughout the text all aspects of curriculum and instruction are viewed from a tripartite perspective that divides social studies instruction into didactic factual reflective analytical and affective judgmental components These three components are seen as supporting one another building the groundwork for taking stands on issues past and present At the center is the author s belief that the heart and soul of social studies instruction perhaps all teaching lies in stimulating the production of ideas looking at knowledge from others viewpoints and formulating for oneself a set of goals values and beliefs that can be explained and justified in open discussion New in the Third Edition Summaries of recent research particularly in history education that have been published since the last edition Increased attention to social studies standards as well as those for civics economics and history An enriched view of teaching history and social studies with a wide array of sources ranging from material objects through primary sources on to art music and literature Tightening of the text to make it shorter and more pointed including a few provocative new ideas More and better organized ideas for classroom group and individual activities and cooperative learning Expanded appendices on instructional resources include the rapidly growing use of websites New visuals that are better integrated into the text and which teachers can use in their classrooms as lessons in visual literacy and Continued efforts to inject a bit of humor and self criticism into a field of education most students view as a sizeable trunk of dead and deadly facts *Social Studies for the Twenty First Century Third Edition* is a primary text for secondary and middle social studies methods courses

Becoming a teacher Josef de Beer, 2020-12-31 This book disseminates original research on learning in and from practice in pre service teacher education Authors such as Lederman

and Lederman describe the student teaching practicum or work integrated learning WIL which is an essential component of pre service teacher education as the elephant in the room These authors note that the capstone experience in any teacher education programme is the student teaching practicum after all this is where the rubber hits the road However many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher This is the gap that this research book addresses Most of the chapters in the book report empirical data with the exception of two chapters that can be categorized as systematic reviews WIL is addressed from various angles in the chapters Chapter 6 focuses on research related to what makes Finnish teacher education so effective and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school based on Finnish insights in Johannesburg Chapter 3 highlights the challenges faced in open and distance learning teacher education contexts Several of the chapters disseminate research findings on alternative interventions to classic WIL namely where safe spaces or laboratories are created for student teachers to learn and grow professionally These could either be simulations such as software programmes and avatars in the intervention described in Chapter 2 student excursions as the findings in chapters 5 7 and 10 portray or alternative approaches to WIL e g Chapters 11 and 12 The book is devoted to scholarship in the field of pre service teacher education The target audience is scholars working in the fields of pre service teacher education work integrated learning and self directed learning The book makes a unique contribution in terms of firstly its extensive use of Cultural Historical Activity Theory as a research lens and secondly in drawing on various theoretical frameworks Both quantitative and qualitative research informed the findings of the book

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