



In The Classroom

Sandra J. Balli



In The Classroom:

Ag in the Classroom Notes ,1993-03 **Equity in the Classroom** Todd M. Mealy,Heather Bennett,2022-11-02 Almost 200 years after public schools moved toward free education for all children educators are still exploring the best approaches for promoting equitable student growth In early 2020 Covid 19 operational changes and the challenge to confront America s most profound racial problems exposed many equity issues in schools As a result educators were called to reimagine the field of education as the curtain closed on the first quarter of the 21st century The essays in this book challenge classroom instructors to consider new approaches to education theory classroom praxis and teaching content The chapters herein draw on mixed methods and narrative form essays to provide practical tools and techniques for building equitable schools Viewing schools as extensions of society at large this book delivers innovative curricular approaches to STEM education the Humanities and applied theater The authors offer methods for empowering student voices managing moments of crisis increasing representation in computer science and implementing restorative justice disciplinary practices in learning institutions Essays provide all educators with proven instructional models for curricular equity with the goal of moving America closer to a multicultural democracy **Encountering Faith in the Classroom** Miriam R. Diamond,2023-07-03 When faculty unexpectedly encounter students religious ideologies in the classroom they may respond with apprehension frustration dread or concern Instructors may view this exchange as a confrontation that threatens the very heart of empirical study and worry that this will lead to a dead end in the learning process The purpose of this book is to explore what happens and what can happen in the higher education and even secondary school classroom when course content meets or collides with students religious beliefs It also considers the impact on learning in an environment where students may feel threatened angry misunderstood or in which they feel their convictions are being discredited This is a resource that offers ways of conceptualizing engaging with and responding to student beliefs This book is divided into three sections student views on the role of religion in the classroom general guidelines for responding to or actively engaging religious beliefs in courses such as legal and diversity considerations and specific examples from a number of disciplines including the sciences social sciences humanities and professional education Professors from public private and religious institutions share their findings and insights The resounding lessons of this book are the importance of creating a learning space in which students can express their beliefs dissonance and emotions constructively without fear of retribution and of establishing ground rules of respectful discussion for this process to be valuable and productive This is an inspirational and practical guide for faculty navigating the controversial sensitive yet illuminating lessons that can be learned when religion takes a seat in the classroom **Being and Becoming in the Classroom** Wolff-Mich Roth,2002-05-30 Highlights the current chasm between teacher education theories praxeologies and the actual experience of teaching praxis Many traditional teacher education programs emphasize teaching based on reflection and deliberation yet when a new teacher is in a unique situation there is not always time to step back and

look at it objectively Through Roth s extensive experience as a teacher he has learned that a teacher must live in the heat of the moment but also develop room to maneuver in the moment These skills come only by actually being in the classroom working at the elbow of experienced teachers and discussing the events of the day with other teachers Roth develops his theory by introducing the previously ignored element of temporality in teaching When there is no time out for reflection a teacher must develop on the spot decision making skills In part one he presents the ideas of being in the classroom with students and being with other teachers Other concepts that emerge are habitus perceptions and expectations that lead to action Spielraum room to maneuver in situations and relationality knowing how to act without reflection based on student teacher rapport In part two Roth asserts that when novice teachers coteach and engage in subsequent cogenerative dialoguing with seasoned professionals they are in the process of becoming in the classroom Teachers college students majoring in education and professors will all benefit immensely from this book

Humor in the Classroom Nancy Bell, Anne Pomerantz, 2015-07-03 Humor in the Classroom provides practical research based answers to questions that educational researchers and language teachers might have about the social and cognitive benefits that humor and language play afford in classroom discourse and additional language learning The book considers the ways in which humor language play and creativity can construct new possibilities for classroom identity critique prevailing norms and reconfigure particular relations of power Humor in the Classroom encourages educational researchers and language teachers to take a fresh look at the workings of humor in today s linguistically diverse classrooms and makes the argument for its role in building a stronger foundation for studies of classroom discourse theories of additional language development and approaches to language pedagogy

Writing Mysteries in the Classroom Cheryl Garrett, 2007-05 Students naturally love the thrill of solving crimes and cracking mysteries Why not allow them to learn to write their own suspenseful stories Writing Mysteries in the Classroom takes students step by step through the process of creating a good mystery story Lessons include creating believable settings writing suspenseful plots detailing a crime scene implementing mysterious tones and moods describing suspicious characters and writing realistic dialogue Each lesson includes examples for students to follow and contains exercises that allow students to progressively complete their own detective stories Grades 5-8

Developing Children's Behaviour in the Classroom Sonia Burnard, 2012-11-12 The authors of this text suggest that teachers need to be able to cope with pupil behaviour before they can even begin to deliver the National Curriculum Often classes contain both stated children those officially recognize as having behavioural problems and unstated but difficult children Teachers have few strategies to deal with the kind of behaviour that these children present as little if any of their training is allotted to classroom and child management The authors aim to raise awareness of behavioural needs in the classroom and avoid exclusions They do this by encouraging school staff to work together to develop policies which will encourage good behaviour

Best Practice in Motivation and Management in the Classroom Dennis G. Wiseman, Gilbert Hunt, 2008 This text offers

practical information and vicarious practice for both beginning as well as veteran teachers to become more knowledgeable skilled and effective in their work Through study application of what has been studied and the analysis and evaluation of the end result of this application teachers who care to improve can improve And teachers who are already successful in their teaching can be even more successful Effective teachers are active learners themselves This text therefore provides a specific context and focus for this active learning in the areas of student motivation and classroom management which are considered critical for best practice in teaching in classrooms today The book reviews appropriate strategies when responding to specific types of student misbehavior and also discusses zero tolerance policies expulsion teaching special students addressing diversity violence school uniforms and drug abuse as related to management and motivation It is highlighted with supporting case study examples question and activity sections by chapter and a helpful glossary Also provided is an overview of ten popular models for classroom management with the theorists associated with their development By reading this book teachers will get their students to achieve at high levels in demonstrating what they have learned through the application of the most important intertwined areas of motivation and classroom management

Argumentation Strategies in the Classroom Chrysi Rapanta,2019-06-01 Argumentation as a teaching and learning method in the K 12 curriculum has received increasing attention across the globe The reason for this is simple argumentation helps students develop necessary critical thinking skills However teaching this method is not as straightforward as it may appear Placing the classroom at the centre of the investigation this book seeks to throw light onto argumentation as a teaching practice by asking What does it take to teach as argument What does it mean to be argumentative teachers And how can we create classroom environments that will help and encourage young people to develop their argument skills Based on first hand experience and extensive research this volume guides the reader through argumentation with the focus placed on the relationship between this teaching method and effective learning and the need to investigate the role of teachers in encouraging argumentation in the classroom Although there are a considerable number of tools and techniques that promote argumentation in the K 12 classroom many teachers struggle to successfully implement them in the classroom Aimed at addressing this issue this book endeavours to instruct teachers on how to apply argumentation effectively in their day to day classes and to clarify argumentation as a teaching and learning strategy As an important contribution to the field of argumentation and education this book will be of interest to researchers post graduate students and secondary school teachers alike

Cultivating Critical Discourse in the Classroom Finley, Stacie Lynn,Correll, Pamela,Pearman, Cathy,Huffman, Stephanie,2023-06-01 The use of academic discourse in today s educational environment has the potential to improve education for students from all backgrounds To achieve this further study on the best practices challenges and future opportunities is required Cultivating Critical Discourse in the Classroom shares the benefits of empowering and engaging students at all levels of education through the use of academic discourse The book also provides insights for

educators to become more knowledgeable and therefore better equipped to create spaces through discourse where cultural competence is cultivated Covering key topics such as identity linguistics student autonomy and language this premier reference source is ideal for administrators policymakers industry professionals researchers academicians scholars practitioners instructors and students

Correcting Reading Problems in the Classroom Carl Bernard Smith, Barbara Carter, Gloria Dapper, 1972

Dealing with Disruptive Students in the Classroom Paul Cooper, Jerry Olsen, 2014-01-21 Designed for individual teachers and school teams alike this text demonstrates how to approach and manage disruptive students and behaviour At the book s core is a series of detailed strategies for dealing with commonly occurring problems Some of the chapters in the book focus on The Nature and Causes of Disruption Responding to Disruption Basic Principles Understanding and Dealing with Gambits Sharing Good Practice The ideas and theories are presented in the context of a research base and come complete with case studies This text is published in association with the Times Educational Supplement

Lessons Learned in the Classroom Elizabeth Baker Murphy, 2008-06 LESSONS LEARNED IN THE CLASSROOM Inspiring upbeat and optimistic yet honest and hard hitting when necessary Into the mix of issues and people she takes on Murphy constantly brings the joy of her vocation her very special love of the classroom and of her students a commitment that has kept her working hard for thirty one years despite many challenges personal and public Murphy creates an unforgettable cast of characters and always she remembers the students who have touched her heart and motivated her teaching Author Dianne Aprile Her chronicle of heartbreaking struggles and heartfelt passion gives readers insight into the heart soul passion and lifeblood of what it means to be a teacher IUS Writing Project Director Dr K S Bailey

Making a Difference in the Classroom Sandra J. Balli, 2009-07-21 This book is about the energy substance hope and determination that excellent teachers bring to the rhythm of classrooms every day year in and year out Balli offers experiences and important lessons about teaching and classroom life at all grade levels illuminating the perspective of both teachers and students Knitting teacher and student voices together this book inspires practicing teachers and those who are learning to teach with universal insights drawn from elementary school middle school high school and college Making a Difference in the Classroom is organized into three parts focusing first on teacher student relationships then on how excellent teachers finesse the substance and action of classrooms and finally on the inestimable worth of teachers as diverse individuals with unique talents to offer as gifts for students to unwrap and experience day after day

Professional Uncertainty, Knowledge and Relationship in the Classroom Joseph Mintz, 2014-06-27 The extent to which teachers should make use of theoretical and expert knowledge as opposed to tacit experiential knowledge and how these might be combined is a perennial issue in discussions on pedagogy This book addresses these debates through a creative development of the concept of productive uncertainty Using case studies focusing on teachers working with children with autism a particularly fertile crucible for considering uncertainty the book explores how the radical 20th century psychoanalyst Wilfred Bion s

epistemological approach to uncertainty can be used to re frame Donald Schön's concept of reflection in action offering a new perspective on the practice of teachers and other caring professionals Several areas of potential uncertainty are identified including uncertainty relating to areas of practice including diagnosis the relationship between expert knowledge and practice the implications of autism for autonomy and agency and uncertainties in relation to the understanding of and use of new technologies A strong argument is made based on both theoretical and empirical grounds that in juggling between theoretical and tacit knowledge in the classroom there is more to be gained by staying with the struggle with uncertainty than by fleeing from it too early into the promise of expert solutions Consideration is also given to the relative importance of specific theoretical training for teachers both in general and in relation to working with children with special educational needs in the context of international and UK policy developments in this area This book will be of key value to researchers and postgraduates in the fields of education studies teacher thinking and research psychoanalytically informed psychosocial studies as well as to practitioners working in special educational needs autism education

Psychological Research in the Classroom Teresa M. Amabile, Margaret L. Stubbs, 2016-06-06 **Promoting Resilience in the Classroom** Carmel Cefai, 2008-03-15 This book explores ways of nurturing resilience in vulnerable students It proposes a positive way of thinking about schools as institutions that can foster cognitive and socio emotional competence in all students It examines effective practices and assesses a range of classroom processes such as engagement inclusion and prosocial behaviour

Managing the Cycle of Acting-Out Behavior in the Classroom Geoff Colvin, Terrance M. Scott, 2014-12-03 Minimize problem behavior and maximize student success Acting out behavior by students manifests in ways that make classroom management and teaching very challenging Building on a model using seven phases of acting out behavior presented in the first edition the newly updated edition draws on new research in applied behavior analysis sound instructional principles and functional behavior assessment to deliver a clear roadmap for educators to design interventions in a clear systematic and achievable manner Features include Managing each phase of the acting out cycle from structuring the classroom to handling escalated behavior to recovery Case studies that distill concrete action steps from the book's concepts Checklists tools resources and templates for applying the book's principles to any classroom

Learning Relationships in the Classroom Dorothy Faulkner, Karen Littleton, Martin Woodhead, 2013-12-16 This reader explores the nature of interactions between children and their teachers in the classroom It emphasises the importance of such relationships for children's learning and for educational practice Part 1 looks at different cultural conceptions of the teacher learner relationship and how this relates to schooling cognitive development and the acquisition of knowledge Part 2 takes a closer look at the role of language and dialogue in interactions between adults and children in classrooms Part 3 describes research by developmental psychologists on peer interaction and collaborative learning and discusses how it has advanced our understanding of how children learn from each other Part 4 considers the implications of classroom based collaborative

learning initiatives and the potential for creating communities of enquiry which change how we think about knowledge acquisition *Margins in the Classroom* Kostas Myrsiades, Linda S. Myrsiades, 1994

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