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with tests - - 1977

Sources of Identity: Teacher's resource book

Sources of Identity: Teacher's resource book
The Teaching with Primary Sources Cookbook - Julie M. Porterfield - 2021-05-19
This collection brings together the work of archivists, librarians, museum professionals, and other educators who evoke the power of primary sources to teach information literacy skills to a variety of audiences.

Performative Praxis - Jean Baxen - 2010
It is widely recognized that the South African government's exemplary HIV/AIDS education policy is not making the behaviour-changing impact that it ought. Why is this? What is actually happening in the school classroom? In this book, Jean Baxen makes an important contribution towards understanding the complex interface between the HIV/AIDS education curriculum and what and how teachers are teaching in the classroom. Bringing Judith Butler's theory of performativity to bear in an analysis of the pedagogic practice of a number of teachers in the Western Cape and Mpumalanga, the author shows how teachers' personal conception of their role and identity as educators plays a vitally important role in filtering and shaping the classroom transmission of key information and attitudes.
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Teacher education in times of change - Beauchamp, Gary - 2015-12-02
Why is teacher education policy significant - politically, sociologically and educationally? While the importance of practice in teacher education has long been recognised, the significance of policy has only been fully appreciated more recently. Teacher education in times of change offers a critical examination of teacher education policy in the UK and Ireland over the past three decades, since the first intervention of government in the curriculum. Written by a research group from five countries, it makes international comparisons, and covers broader developments in professional learning, to place these key issues and lessons in a wider context.

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**Anti-Bias Education for Young Children and Ourselves** - Louise Derman-Sparks - 2020-04-07
Anti-bias education begins with you! Become a skilled anti-bias teacher with this practical guidance to confronting and eliminating barriers.

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**Resources in Education** - - 1998

**Teaching STEM in the Secondary School** - Frank Banks - 2014-07-17
The skills, knowledge and understanding of the subjects involved in STEM (Science, Technology, Engineering and Mathematics) are vital for all young people in an increasingly science- and technology-driven society. This book looks at the purpose and pedagogy of STEM teaching and explores the ways in which STEM subjects can interact in the curriculum to enhance student understanding, achievement and motivation. By reaching outside their own classroom, teachers can collaborate across subjects to enrich learning and help students relate school science, technology and maths to the wider world. Packed with ideas and practical details for teachers of STEM subjects, this book: considers what the STEM subjects contribute separately to the curriculum and how they relate to each other in the wider education of secondary school students.
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Union in terms of his democratic and liberal reading for trainee and practising teachers who wish to make the learning of Science, Technology, Engineering and Mathematics an interesting, motivating and exciting experience for their students.

**Politics, Identity and Education in Central Asia** - Pınar Akçalı - 2013
Focusing on the areas of politics, identity and education, this book looks at some of the most pressing and challenging issues that Kyrgyzstan faces in the post-Soviet era. It argues that Kyrgyzstan is challenged with oscillations between the old and the new on the one hand, and domestic and international on the other. The book analyses the process of post-Soviet transition in today’s Kyrgyzstan by focusing on the political elites, some of the major identity problems and educational issues. It discusses how Kyrgyzstan’s first president in the post-Soviet era had already been an exceptional leader even prior to the collapse of the Soviet Union in terms of his democratic and liberal tendencies. The book goes on to look at how identity is a major factor in the country, shaped to a large extent by genealogical factors and patron-client mechanisms on the one hand, and religious considerations on the other. Finally, it highlights how education has been perceived as a very influential agent of socialization that develops not only literacy and other skills, but also common attitudes and values that are considered essential to any society. By evaluating these three areas, the book argues that Kyrgyzstan cannot isolate itself from the demands, priorities and pressures of international actors, which sometimes are in conflict with the country’s domestic conditions. It is of interest to students and scholars of Asian Studies, Politics and International Relations.

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Identity Safe Classrooms - Dorothy M. Steele - 2013-09-05
This practitioner-focused guide to creating identity-safe classrooms presents four categories of core instructional practices: - child-centered teaching - classroom relationships - caring environments - cultivating diversity The book presents a set of strategies that can be implemented immediately by teachers. It includes a wealth of vignettes taken from identity-safe classrooms as well as reflective exercises that can be completed by individual teachers or teacher teams.
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Resources for Teaching English: 11-14 - Helena Ceranic - 2011-06-30

This book provides a comprehensive overview of navigating the on-going systemic challenges, hardships, and problems facing many indigenous teacher education programs today, helping to foster a commitment to developing quality indigenous teacher education programs that are sustainable, distinctive and excellent. However, despite a growing cadre of indigenous peoples working in teacher education, there is still a noticeable gap between the uptake of what is being taught in conventional teacher education programs, and how this translates to what we see student teachers doing in the classroom. The often tricky and complex nature of indigenous teacher education programming also means that there are multiple realities, approaches and pathways that require greater communication, collaboration, and cooperation. The very nature of this complexity, the book suggests, requires a strength-based and future-focused approach built on trust, integrity, courage and respect for
noticeable gap between the uptake of what it means to be indigenous. The examples and experiences presented identify a number of promising practices that work well in current indigenous teacher education programs and beyond. By promoting a greater appreciation for the inclusion of culturally relevant practices in teacher education, the book aims to breathe new life into the hopes, dreams, and aspirations of indigenous teacher education programs moving forward.

**Promising Practices in Indigenous Teacher Education** - Paul Whitinui - 2017-10-28

This book provides a comprehensive overview of navigating the on-going systemic challenges, hardships, and problems facing many indigenous teacher education programs today, helping to foster a commitment to developing quality indigenous teacher education programs that are sustainable, distinctive and excellent. However, despite a growing cadre of indigenous peoples working in teacher education, there is still a being taught in conventional teacher education programs, and how this translates to what we see student teachers doing in the classroom. The often tricky and complex nature of indigenous teacher education programming also means that there are multiple realities, approaches and pathways that require greater communication, collaboration, and cooperation. The very nature of this complexity, the book suggests, requires a strength-based and future-focused approach built on trust, integrity, courage and respect for indigeneity, as well as an understanding of what it means to be indigenous. The examples and experiences presented identify a number of promising practices that work well in current indigenous teacher education programs and beyond. By promoting a greater appreciation for the inclusion of culturally relevant practices in teacher education, the book aims to breathe new life into the hopes, dreams, and aspirations of indigenous teacher education programs moving forward.
Social Interaction and English Language Teacher Identity - Tom Morton - 2018-05-15
Analyses how different English language teacher identities and power relationships are oriented to and made relevant in social interaction.

Practical Resources for Teaching Citizenship in Secondary Classrooms - Ruth Tudor - 2013-04-15
Based on the New Curriculum for Citizenship, this book provides practitioners in secondary schools with the essential tools needed to teach citizenship. The authors provide an overview of the citizenship order and give guidance on how to fulfill its three main elements: social and moral responsibility, community involvement and political literacy. The book focuses on curriculum developments, teaching, learning and assessment issues and includes a rationale for planning schemes of work in citizenship for the whole school. It also includes lesson plans, teaching ideas and resources, and step-by-step guidance on assessment. Emphasis is placed on including all pupils and references are made to cross-curricular links with other subjects.
their students about social justice issues, thus, schemes of work in citizenship for the whole school. It also includes lesson plans, teaching ideas and resources, and step-by-step guidance on assessment. Emphasis is placed on including all pupils and references are made to cross-curricular links with other subjects.

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Addressing social justice issues in a physical education context is necessary both at the higher education and PK-12 settings. Limited undergraduate and graduate programs educate resulting in licensed teachers who lack the content knowledge, comfort level and pedagogical tools on how to educate students about issues related to social justice. Grounded in the transformative pedagogy theoretical framework, this book will offer practical lessons and strategies on a wide variety of social issues (e.g., body, race, self-identity, immigration) that can be used in teacher education and the PK-12 setting. The goal is for teacher educators and practitioners to feel more comfortable with teaching about and for social justice and believe this resource will enhance their content and pedagogical knowledge in the quest to achieve that goal. The purpose of this book is to provide physical education teacher educators and PK-12 physical education teachers with lesson plans and resources on how to address social justice issues in a physical education setting. This book will include sample lesson plans/activities that address a wide variety of social issues — the
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will include sample lesson plans/activities that address a wide variety of social issues – the what, the how and the challenges and possibilities that the author(s) encountered when teaching such a lesson/activity. Addressing social justice issues has been limited in physical education, both in higher education and PK-12, especially in the United States. Numerous scholars, internationally, have engaged in research studies that explored how social justice issues are addressed in physical education teacher education. Although we have research to support the limitations and complexities of teaching about sociocultural issues and for social justice, a more practical resource for teacher educators and inservice teachers is needed. The market for this book will be physical education teacher educators and PK-12 physical education teachers throughout the world.

Inclusive Early Childhood Education: Development, Resources, and Practice - Penny Deiner - 2012-01-01

DEVELOPMENT, RESOURCES, AND PRACTICE, Sixth Edition, is a comprehensive special education resource book that provides essential information on a variety of early childhood learning disabilities, as well as strategies for including children with these special needs in regular educational settings. The author provides students with a solid grounding in theory and research, as well as practical guidelines, real-world vignettes, and hands-on program planning assistance to prepare them to integrate children with learning disabilities into their classrooms. Updated throughout, this edition also introduces videos that are available for viewing at the Early Childhood Education Media Library, allowing students to see text concepts brought to life in real classroom settings. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

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INCLUSIVE EARLY CHILDHOOD EDUCATION: DEVELOPMENT, RESOURCES, AND PRACTICE, Sixth Edition, is a comprehensive special education resource book that provides essential information on a variety of early childhood learning disabilities, as well as strategies for including children with these special needs in regular educational settings. The author provides students with a solid grounding in theory and research, as well as practical guidelines, real-world vignettes, and hands-on program planning assistance to prepare them to integrate children with learning disabilities into their classrooms. Updated throughout, this edition also introduces videos that are available for viewing at the Early Childhood Education Media Library, allowing students to see text concepts brought to life in real classroom settings. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

The Colonial Past in History Textbooks - Karel Van Nieuwenhuyse - 2018-05-01
This book examines the evolving representations of the colonial past from the mid-19th century up to decolonization in the 1960s and 70s - the so-called era of Modern Imperialism - in post-war history textbooks from across the world. The aim of the book is to examine the evolving outlook of colonial representations in history education and the underpinning explanations for the specific outlook in different - former colonizer and colonized - countries (to be found in collective memory, popular historical culture, social representations, identity-building processes, and the state of historical knowledge within academia). The approach of the book is novel and innovative in different ways. First of all, given the complexity of the research, an original interdisciplinary approach has been implemented, which brings together historians, history educators and social psychologists to
review as former colonizing-colonized ones (for education in different countries around the world while drawing on different theoretical frameworks. Secondly, given the interest in the interplay between collective memory, popular historical culture, social representations, and the state of historical knowledge within academia, a diachronic approach is implemented, examining the evolving representations of the colonial past, and connecting them to developments within society at large and academia. This will allow for a deeper understanding of the processes under examination. Thirdly, studies from various corners of the world are included in the book. More specifically, the project includes research from three categories of countries: former colonizer countries – including England, Spain, Italy, France, Portugal and Belgium –, countries having been both colonized and colonizer – Chile – and former colonized countries, including Zimbabwe, Malta and Mozambique. This selection allows pairing up the countries under instance Portugal-Mozambique, United Kingdom-Malta), allowing for an in-depth comparison between the countries involved. Before reaching the research core, three introductory chapters outline three general issues. The book starts with addressing the different approaches and epistemological underpinnings history and social psychology as academic disciplines hold. In a second chapter, evolutions within international academic colonial historiography are analyzed, with a special focus on the recent development of New Imperial History. A third chapter analyses history textbooks as cultural tools and political means of transmitting historical knowledge and representations across generations. The next ten chapters form the core of the book, in which evolving representations of colonial history (from mid-19th century until decolonization in the 1960s and 1970s) are examined, explained and reflected upon, for the above mentioned countries. This is done through a history textbook
memory, popular historical culture, social countries the analysis dates back to textbooks published after the Second World War; for other countries the focus will be more limited in time. The research presented is done by historians and history educators, as well as by social psychologists. In a concluding chapter, an overall overview is presented, in which similarities and differences throughout the case studies are identified, interpreted and reflected upon.

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Language Teacher Identity in TESOL - Bedrettin Yazan - 2020-07-06
This volume draws on empirical evidence to
explore the interplay between language teacher identity (LTI) and professional learning and instruction in the field of TESOL. In doing so, it makes a unique contribution to the field of language teacher education. By reconceptualizing teacher education, teaching, and ongoing teacher learning as a continuous, context-bound process of identity work, Language Teacher Identity in TESOL discusses how teacher identity serves as a framework for classroom practice, professional, and personal growth. Divided into five sections, the text explores key themes including narratives and writing; multimodal spaces; race, ethnicity, and language; teacher emotions; and teacher educator-researcher practices. The 15 chapters offer insight into the experiences of preservice teachers, in-service teachers, and teacher educators in global TESOL contexts including Canada, Japan, Korea, Norway, Sri Lanka, Turkey, the United Kingdom, and the United States. This text will be an ideal resource for researchers, academics, and scholars interested in furthering their knowledge of concepts grounding LTI, as well as teachers and teacher educators seeking to implement identity-oriented approaches in their own pedagogical practices.

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**Studying Science Teacher Identity** - Lucy Avraamidou - 2016-04-11

The overarching goal of this book volume is to illuminate how research on science teacher identity has deepened and complicated our understanding of the role of identity in examining teacher learning and development. The collective chapters, both theoretical and empirical, present an array of conceptual underpinnings that have document the various methodological approaches that researchers have implemented in order to study science teacher identity within various contexts, and offer empirical evidence about science teacher identity development. The findings of the studies presented in this volume support the argument that teacher identity is a dynamic, multidimensional and comprehensive construct, which provides a powerful lens for studying science teacher learning and development for various reasons. First, it pushes our boundaries by extending our definitions of science teacher learning and development as it proposes new ways of conceptualizing the processes of becoming a science teacher. Second, it emphasizes the role of the context on science teacher learning and development and pays attention to the experiences that teachers have as members of various communities. Third, it allows us to examine the impact of various sub-identities, personal histories, emotions, and
contexts, and offer empirical evidence about on science teachers’ identity development. The book aims at making a unique and deeply critical contribution to notions around science teacher identity by proposing fresh theoretical perspectives, providing empirical evidence about identity development, offering a set of implications for science teacher preparation, and recommending directions for future research.

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identity theory and other related theories, as well as the nature and operation of identities. In addition, the book discusses the multiple identities individuals hold from their multiple positions in society and organizations as well as the multiple identities activated by many people interacting in groups and organizations. And, it covers the manner in which identities offer both stability and change to individuals. Written in an accessible style, Identity Theory makes, step by step, the full range of this powerful new theory understandable to readers at all levels.

**Identity Theory** - Peter J. Burke - 2009-08-18
The concept of identity has become widespread within the social and behavioral sciences in recent years, cutting across disciplines from psychiatry and psychology to political science and sociology. All individuals claim particular identities given their roles in society, groups they belong to, and characteristics that describe themselves. Introduced almost 30 years ago, identity theory is a social psychological theory that attempts to understand identities, their sources in interaction and society, their processes of operation, and their consequences for interaction and society from a sociological perspective. This book describes identity theory, its origins, the research that supports it, and its future direction. It covers the relation between...
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**Research in Education** - 1974

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**Resources in Women's Educational Equity** - 1980

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**Resources for Teaching Mindfulness** - Donald McCown - 2017-01-12

This master-class-in-a-book is designed to guide teachers of mindfulness-based interventions (MBI) in continuing to develop more competence while raising global standards of practice and pedagogy. Starting with the central yet elusive concept of stewardship, it then expands upon the core components of MBI pedagogy. A series of reflective essays by MBI teachers from around the world foregrounds differences and challenges in meeting participants “where they are.” Such reflections are both inspiring and thought-provoking for teachers — wherever they are. The book also provides practical guidance and tools for adjusting teaching style and content for
social workers, physical and occupational trauma survivors, from health care professionals to clergy, and including many others. Detailed scripts and practices, ready to adopt and adapt, offer opportunities to explore new directions in the classroom, and to continue the life-long development of the teacher. Included in the coverage: Deepening teachers’ skills of guidance of meditation practices Insights into the essential practice of inquiry and dialogue with participants New practices that allow participants to explore mindfulness together in a spoken encounter How to keep up with, review, and make clear to participants the range of scientific evidence supporting the MBIs The breadth of practical insights and hands-on strategies makes Resources for Teaching Mindfulness a unique developmental asset for a wide range of practitioners around the world. Among those who will benefit are physicians and other medical practitioners, health and clinical psychologists, marriage and family therapists, nurses, clinical therapists, health educators, and organizational development specialists.

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Creative Learning in Digital and Virtual Environments

Vlad P. Glăveanu
2020-11-11

Originally published as a special issue of the Creativity Research Journal, this volume gives a balanced and reflective account of the challenges and opportunities of technology-enabled creative learning in contemporary societies. Providing a current and updated account of the challenges posed by the Coronavirus to online education, chapters more broadly offer conceptual reflections and empirically informed insights into the impact of technology on individual and collective creativity and learning. These thoughts are explored in relation to school achievement, the development of digital educational resources, online collaboration, and virtual working. Further, the book also considers how the creative use of technology poses risks to learning through the accidental or deliberate dissemination of misinformation, and online manipulation of common societal values in the era of COVID-19.

Creative Learning in Digital and Virtual Environments

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Environments looks at the connection between creativity, learning, and school achievement, and analyses the impact of virtual environments on creative expression. It will appeal to postgraduate students in the fields of creativity and learning, as well as to students and academics involved with broader research in areas such as the role of technology in education, e-Learning and distance education. Vlad P. Glăveanu is Associate Professor and Head of the Department of Psychology and Counselling at Webster University Geneva, Switzerland, as well as Associate Professor II at the University of Bergen, Norway. Ingunn Johanne Ness is a Senior Researcher at the Centre for the Science of Learning & Technology, University of Bergen, Norway. Constance de Saint Laurent is a Postdoctoral Researcher at the University of Bologna, Italy.

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The Essence of Teaching Social Studies - James A. Duplass - 2020-09-30
Designed for use in elementary and secondary social studies education courses, this book supports the teaching of social studies methods in a range of educational settings. By highlighting long-standing content and principles of social studies education in a concise and direct way, this volume offers the building blocks of a comprehensive course, for use as springboards to the effective presentation of professors’ desired course emphases. With sections on foundations, subject areas, and best practices, this text explains the intersection between the "modelling" role of social studies teachers as democratic citizens, social studies fields of study, and strategies implemented in the classroom to encourage students’ critical thinking and values formation.
tourism. Authors draw on their individual insights to assess and critique contemporary tourism and take a view of the future.

**Global Tourism** - William F. Theobald - 2005
Francesco Frangialli, Secretary-General, World Tourism Organization
Now in its third edition, Global Tourism draws on the insight of thirty-nine contributors to chronicle and foresee the effects of tourism on contemporary society. Contributors provide interdisciplinary, international perspectives on the critical questions, problems, and opportunities facing the tourism industry. Invaluable to academics and professionals alike, Global Tourism offers a comprehensive exploration of the key issues in tourism. Authors draw on their individual insights to assess and critique contemporary tourism and take a view of the future.

This edited volume will help educators better
selected phenomena across different educational designed to aid classroom instruction. It features papers that explore the need to create a system in order to fully meet the uncertainties and developments of modern educational phenomena. These have emerged due to the abundance of digital resources and new forms of collective work. The collected papers offer new perspectives to a rising field of research known as the Documentational Approach to Didactics. This framework was first created by the editors of this book. It seeks to develop a deeper understanding of mathematics teaching expertise. Readers will gain insight into how to meet the theoretical questions brought about by digitalization. These include: how to analyze teachers’ work when they prepare for their teaching, how to conceptualize the relationships between individual and collective work, and how to follow the related processes over the long term. The contributors also provide a comparative view in terms of contrasting cultures and education systems. For instance, they consider how differences in curriculum resources are available to teachers and how teachers make use of them to shape instruction. Coverage also considers the extent to which teachers make use of additional material, particularly those available through the global marketplace on the Internet. This book builds on works from the Re(s)ources 2018 Conference, Understanding teachers’ work through their interactions with resources for teaching, held in Lyon, France.

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**International Handbook of Mathematics Teacher Education: Volume 2** - 2019-12-16
Tools and Processes in Mathematics Teacher Education describes and analyze various promising tools and processes, from different perspectives, aimed at facilitating mathematics teacher learning/development. It provides insights of how mathematics teacher educators think about and approach their work with teachers.

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teachers.

**Teaching Advanced Learners in the General
Education Classroom** - Joan Franklin Smutny -
2011-08-22
Low-stress tips for challenging high-ability
learners Many teachers ask: “What do I do for
students who finish their work before everyone
else?” If you would like to do more for gifted
students and need simple strategies that you can
use tomorrow, this book is for you. Inside are
helpful methods for challenging students who
need more than the regular curriculum can
provide. The authors provide practical tools,
including: Tips for using existing resources and
potential A progression from simpler to more
complex adjustments for advanced learners
Specific lessons for language arts, math, science,

**Learning Primary Geography** - Susan Pike -
2015-12-22
Learning Primary Geography: Ideas and
of literacies, including spatial, critical and digital learning in primary geography. It is a book for all student and practising teachers who would like children to learn about their world in an enjoyable and stimulating way. Every page presents inspiring examples of children’s learning, and explains how and why creative approaches such as enquiry learning, learning outside the classroom, and using imaginative resources work so well in primary geography. Using illustrated case studies from a range of schools and classrooms, each chapter showcases the fantastic work all children can do in primary geography. The book explores a wide variety of geographical learning, with chapters focusing on key aspects of the subject, including: primary geography through the school grounds topical geography through issues and events learning about places in primary geography children’s agency and action through primary geography. Throughout the chapters, the role of primary geography in helping children develop all types of literacies, is explored. Written by a highly experienced teacher and lecturer in education, Learning Primary Geography is underpinned and illustrated by examples from a wide range of primary classrooms. It will be a source of support, guidance and inspiration for all those teaching geography in the primary school.

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**Resources for Educating Artistically Talented Students** - Gilbert A. Clark - 1987-03-01

**Inquiry-Based Global Learning in the K-12 Social Studies Classroom** - Brad M. Maguth - 2020-05-10

This book, edited by experienced scholars in the field, brings together a diverse array of educators to showcase lessons, activities, and instructional strategies that advance inquiry-oriented global learning. Directly aligned to the College, Career, and Civic Life (C3) Framework for Social Studies State Standard, this work highlights ways in which global learning can seamlessly be interwoven into the disciplines of history, economics, geography, civics, psychology, sociology, and anthropology. Recently adopted by the National Council for the Social Studies, the nation’s largest professional organization of history and social studies teachers, the C3 Framework prioritizes inquiry-
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**Belonging and Inclusion in Identity Safe Schools** - Becki Cohn-Vargas - 2021-08-17

Lead an identity safe learning community where students of all backgrounds thrive. Students of all backgrounds reach their full potential when they feel a sense of belonging and inclusion. When their social identities are valued as assets rather than barriers to learning, they flourish. This guide provides evidence-based strategies that support you as a leader in creating an environment that promotes identity safe students, who experience a challenging curriculum that respects their diverse social identities. Features in the book include: Guiding principles for student voice, equalizing status and cultivating acceptance across race, ethnicity, gender and other differences. Ideas and examples for anti-racist dialogue and activities for teachers.
American and Latinx children who are often stereotype threat and biases. Vignettes, and examples of identity safe practices for students and adult learning for staff, families and the community. Systems for student-centered assessment and data collection. Resources for developing equitable school policies and a comprehensive identity safety plan for your school. Educators fulfill the promise of an equitable education when students of all backgrounds know that who they are and what they think matters. Start the journey to become an identity safe school and see the results for yourself! "Belonging and Inclusion in Identity Safe Schools: A Guide for Educational Leaders is a timely and important book. For several years, the nation’s schools have been asked to focus their energies on raising student achievement. However, too often educators have ignored the need to honor, support and affirm the identities of the students they serve. For educators who serve children of color, particularly Black, Native subject to overt and covert forms of forced assimilation, this book will be an invaluable resource on how to create learning opportunities that make it possible for such children to thrive." ~Pedro Noguera, Dean of Rossier School of Education, University of Southern California. "Bravo to authors Cohn-Vargas, Gogolewski, Creer Kahn, and Epstein for their groundbreaking book on Identify Safe Schools for Administrators and Teacher and Staff Leaders! They provide much-needed evidence for educators to elevate and even inspire the equity, empowerment, and academic growth needed to wholly support all children to flourish in school and their lives." ~Debbie Zacarian, Director, Zacarian and Associates.

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The Oxford Handbook of American Immigration and Ethnicity - Ronald H. Bayor - 2016-06-01

Scholarship on immigration to America is a coin with two sides: it asks both how America changed immigrants, and how they changed America. Were the immigrants uprooted from their ancestral homes, leaving everything behind, or were they transplanted, bringing many aspects of their culture with them? Although historians agree with the transplantation concept, the notion of the melting pot, which suggests a complete loss of the immigrant culture, persists in the public mind. The Oxford Ethnicity bridges this gap and offers a comprehensive and nuanced survey of American racial and ethnic development, assessing the current status of historical research and simultaneously setting the goals for future investigation. Early immigration historians focused on the European migration model, and the ethnic appeal of politicians such as Fiorello La Guardia and James Michael Curley in cities with strong ethno-political histories like New York and Boston. But the story of American ethnicity goes far beyond Ellis Island. Only after the 1965 Immigration Act and the increasing influx of non-Caucasian immigrants, scholars turned more fully to the study of African, Asian and Latino migrants to America. This Handbook brings together thirty eminent scholars to describe the themes, methodologies, and trends that characterize the history and current debates on American immigration. The Handbook's trenchant chapters provide compelling analyses.
of cutting-edge issues including identity, whiteness, borders and undocumented migration, immigration legislation, intermarriage, assimilation, bilingualism, new American religions, ethnicity-related crime, and pan-ethnic trends. They also explore the myth of "model minorities" and the contemporary resurgence of anti-immigrant feelings. A unique contribution to the field of immigration studies, this volume considers the full racial and ethnic unfolding of the United States in its historical context.

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**Best Practices in Teaching Digital Literacies**
- Evan Ortlieb - 2018-08-22
This edited volume provides a practical framework for teacher education programs to develop K-12 students’ digital literacies. It serves as a set of best practices in teaching digital literacies that promotes access to research-based pedagogies for immediate implementation in their classrooms.

**Research in Mathematics Education in Australasia 2004 - 2007**
- 2008-01-01
Every four years, beginning in 1984, the Mathematics Education Research Group of Australasia (MERGA) produces a review of Australasian research in mathematics education. The authors of the chapters in this volume have summarised and critiqued research conducted during the period 2004-2007.
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**Instructional Materials Selection Guide** - - 1979

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**Resources for Teaching Discrete Mathematics** - Brian Hopkins - 2009

Resources for Teaching Discrete Mathematics presents nineteen classroom tested projects complete with student handouts, solutions, and notes to the instructor. Topics range from a first day activity that motivates proofs to applications of discrete mathematics to chemistry, biology, supplementary material on classic topics such as the towers of Hanoi and the Josephus problem, how to use a calculator to explore various course topics, how to employ Cuisenaire rods to examine the Fibonacci numbers and other sequences, and how you can use plastic pipes to create a geodesic dome. The book contains eleven history modules that allow students to explore topics in their original context. Sources range from eleventh century Chinese figures that prompted Leibniz to write on binary arithmetic, to a 1959 article on automata theory. Excerpts include: Pascal's "Treatise on the Arithmetical Triangle," Hamilton's "Account of the Icosian Game," and Cantor's (translated) "Contributions to the Founding of the Theory of Transfinite Numbers."

Five articles complete the book. Three address extensions of standard discrete mathematics content: an exploration of historical counting problems with attention to discovering formulas, a discussion of how computers store graphs, and
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Help learners to become more strategic about their learning and performance of speech acts.

Incorporate technology into their approach to teaching pragmatics. This book aims to close the gap between what research in pragmatics has found and how language is generally taught today. It will be of interest to all language teachers, graduate students in language teaching and linguistics, teacher educators, and developers of materials for teaching language.

Teaching and Learning Pragmatics - Noriko Ishihara - 2021-09-30

An understanding of sociocultural context is crucial in second language learning—yet developing this awareness often poses a real challenge to the typical language learner. This book is a language teachers’ guide that focuses on how to teach socially and culturally preferred language for effective intercultural communication. Moving beyond a purely theoretical approach to pragmatics, the volume offers practical advice to teachers, with hands-on classroom tasks included in every chapter. Readers will be able to:

- Understand the link between language use, linguacultural diversity, and multilingual identity
- Identify possible causes of learner errors and choices in intercultural communication
- Understand applied linguistics theories that support culturally sensitive classroom practices
- Develop a pragmatics-focused instructional component, classroom-based assessments, and curricula
- Help learners to become more strategic about their learning and performance of speech acts
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