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Wolfgang Guggemos

Resources in Education ,1967-07

Education ,1881

The Review of Education ,1896

School Education ,1884

Educational Foundations ,1905

Annals of Educational Progress ,1911

Educational Review Nicholas Murray Butler, Frank Pierrepont Graves, William McAndrew, 1912 Vols. 19-34 include Bibliography of education for 1899-1906, compiled by James I. Wyer and others.

National Standards in American Education Diane Ravitch, 2011-05-01 Updating her highly acclaimed book, Diane Ravitch presents the latest information on the debate over national standards and assessments. Ensuring a rigorous liberal education for all is asking a lot in a contentious democracy like ours. Is it possible to educate every child to the same high standards? Is it politically feasible? Will raising standards help or hinder poor minority children? Ravitch sees where these land mines are buried and her book provides an indispensable diagram for getting around them.—The Wall Street Journal A simple message lies at the heart of Diane Ravitch's new book.... If clear and consistent goals of learning could be set for all American children, rich and poor, gifted and ordinary, then all of these children would end up better educated than they now are likely to be.—The New York Times No one could be more qualified to write a book about national standards in education than Diane Ravitch.—The Washington Times The ongoing debate about national education standards and assessment in the U.S. has created as much confusion as it has solutions. What has been needed is an examination of the educational, historical, political, and social issues related to the development of such standards. Ravitch provides such a foundation.—Choice

The ... Yearbook of the National Society for the Study of Education National Society for the Study of Education, 1915

The Greenwood Dictionary of Education Bloomsbury Publishing, 2011-07-19 This book defines over 3,000 terms from the field of education to assist those charged with teaching students to become global citizens in a rapidly changing, technological society. John W. Collins and Nancy Patricia O'Brien, coeditors of the first edition of *The Greenwood Dictionary of Education* published in 2003, have acknowledged and addressed these shifts. This revised second edition supplements the extensive content of the first through greater focus on subjects such as neurosciences in educational behavior, gaming strategies as a learning technique, social networking, and distance education. Terms have been revised, where necessary, to represent changes in educational practice and theory. The Dictionary's focus is on current and evolving terminology specific to the broad field of education, although terms from closely related fields used in the context of education are also included. Encompassing the history of education as well as its future trends, the updated second edition will aid in the understanding and use of terms as they apply to contemporary educational research, practice, and theory.

On the Firing Line in Education Adoniram Judson Ladd, 1919

The Yearbook of the National Society for the Study of Education National Society for the Scientific Study of Education, 1914

Summary of Requirements in Teacher Education Curricula National Council for Accreditation of Teacher Education, 1958

Education for All Robert E. Slavin, 1996-01-01 This work is a collection of previously published articles by Robert Slavin. The articles trace the evolution, over a quarter-century, of the powerful idea that given well-developed, rigorously evaluated methods and materials, teachers can succeed with virtually all children.

The American Teacher Donald H. Parkerson, Jo Ann Parkerson, 2010-06-21 *The American Teacher* is a comprehensive education foundations text with an emphasis on the historical continuity of educational issues and their practical application in the classroom. Aspiring teachers enter the classrooms with an innate optimism, and the challenge of *The American Teacher* is to engage them and to provide meaningful direction to channel their idealism. By reconnecting individuals with their society, community, and workplace, this engaging text provides education students with a grounding in their profession and an understanding of how important social and political issues affect educational practice.

ERIC Annual Report Educational Resources Information Center (U.S.), 1998

Crisis in the Classroom Charles E. Silberman, 1971 In this bold new book, the result of a three-and-a-half-year study commissioned by the Carnegie Corporation of New York, Charles E. Silberman examines the problems that beset American education with the same intelligence, compassion, and uncompromising honesty that marked his award-winning best seller *Crisis in Black and White*. Anyone who is concerned with the nation's public schools and with its colleges and universities will be disturbed by the picture of current practice which Mr. Silberman paints in vivid and painful detail. Many will agree with his insistence that it is not enough merely to ask, How can we bring the worst institutions up to the level of the best?—For all too often, the best is simply not good enough.—Jacket.

The Ones We Remember Tim Urdan, Frank Pajares, 2008-08-01 Paulo Freire wrote that “sometimes a simple, almost insignificant gesture on the part of a teacher can have a profound formative effect on the life of a student.” Sometimes, of course, this formative effect is not the result of a simple, isolated gesture but rather of a proactive and sustained series of gestures on the part of a teacher. Many of us have been deeply influenced by one or more teachers who have exercised a formative effect in our development as students and individuals. We remember these teachers with fondness, tell their stories to our own children, think of them with affection, respect, gratitude, even reverence. Sometimes, we recognized this influence as it was happening, and we grew close to these remarkable individuals, keeping them in our lives even after we graduated from their classes. Often, however, they themselves were unaware of the influence they exercised over us, for it was not until years passed that we realized their effect. If time and distance did not prevent it, perhaps we found our way back to these educators and shared with them our appreciation and gratitude. In this volume, outstanding scholars in the fields of adolescence and education provide short stories describing their most memorable teacher. Some

provide the story on its own; other follow it with a brief analysis drawn from theory and research in education, psychology, and human development to identify key concepts and principles that apply in explaining why the selected teacher was so effective and memorable. Some write about one specific teacher; others write about the qualities that they believe contribute to teaching excellence, including anecdotes from various teachers to support the qualities they identified. Each tells the story with an eye toward being accessible to a wide audience of readers. One need not be an academic, or an expert in education or psychology, to understand and find meaning in these stories. In essence, these are stories and analyses that capture just what it is that makes a particular teacher, as our title describes, unforgettable. This book would be excellent for teacher preparation courses, educational psychology courses, and for anyone who is interested in the art and science of teaching.

In Praise of Education John I. Goodlad,1997-06-15 What is the nature and role of education in a democracy? In this thought-provoking and eloquent volume by the author of A Place Called School, John Goodlad speaks to everyone faced with making critical choices for our nation's children, whether it be in the election area, our local schools, or within the personal setting of the family.

Encyclopedia of Education: IEA-Lowenfeld James W. Guthrie,2003

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