

Education Insights

Ted Dintersmith

Visible Learning Insights John Hattie, Klaus Zierer, 2019-04-25 *Visible Learning Insights* presents a fascinating 'inside view' of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real 'coal face' experience of schools. Offering a concise introduction into the 'Visible Learning Story', the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of 'Visible Learning' and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie's research into improved school performance.

What School Could Be Ted Dintersmith, 2018-04-10 An inspiring account of teachers in ordinary circumstances doing extraordinary things, showing us how to transform education *What School Could Be* offers an inspiring vision of what our teachers and students can accomplish if trusted with the challenge of developing the skills and ways of thinking needed to thrive in a world of dizzying technological change. Innovation expert Ted Dintersmith took an unprecedented trip across America, visiting all fifty states in a single school year. He originally set out to raise awareness about the urgent need to reimagine education to prepare students for a world marked by innovation--but America's teachers one-upped him. All across the country, he met teachers in ordinary settings doing extraordinary things, creating innovative classrooms where children learn deeply and joyously as they gain purpose, agency, essential skillsets and mindsets, and real knowledge. Together, these new ways of teaching and learning offer a vision of what school could be—and a model for transforming schools throughout the United States and beyond. Better yet, teachers and parents don't have to wait for the revolution to come from above. They can readily implement small changes that can make a big difference. America's clock is ticking. Our archaic model of education trains our kids for a world that no longer exists, and accelerating advances in technology are eliminating millions of jobs. But the trailblazing of many American educators gives us reasons for hope. Capturing bold ideas from teachers and classrooms across America, *What School Could Be*

provides a realistic and profoundly optimistic roadmap for creating cultures of innovation and real learning in all our schools.

Visible Learning Insights John Hattie,Klaus Zierer,2019-04-25 Visible Learning Insights presents a fascinating ‘inside view’ of the ground-breaking research of John Hattie. Together, the authors John Hattie and Klaus Zierer embark on a mission to build on the internationally renowned work and combine the power and authority of the research with the real ‘coal face’ experience of schools. Offering a concise introduction into the ‘Visible Learning Story’, the book provides busy teachers with a guide to why the Visible Learning research is so vital and the difference it can make to learning outcomes. It includes: An in-depth dialogue between John Hattie and Klaus Zierer. Clearly structured chapters that focus on the core messages of ‘Visible Learning’ and infer practical consequences for the everyday job of teaching. FAQs to Visible Learning that provide an invaluable introduction to the language of learning and success in schools. An overview of the current data set with over 1,400 meta-analyses. Intended for teachers, teacher students, education researchers, parents, and all who are interested in successful learning, teaching, and schooling, this short and elegant introduction outlines just what is required to translate Hattie’s research into improved school performance.

Reimagining Business Education Paul R. Carlile,Steven H. Davidson,Kenneth W. Freeman,Howard Thomas,N. Venkatraman,2016-03-23 This book discusses the rationale for, and design of, the first Business Education Jam. It reviews key challenges and articulates a vision for how the role and delivery of business education could be reimagined in a time when business schools struggle to identify the innovations necessary to meet the needs of a changing world.

Insights Into Action William Sterrett,2011 Award-winning educator William Sterrett draws from research and interviews with distinguished practitioners to identify the most important issues facing today's school leaders and offer practical, effective strategies to help leaders realize growth in their schools.

Occupational Education: Insights & Perspectives JOHN L. BISOL,2016-02-27 A collection of discussion papers and essays concerning Occupational Education. The intent is to provide insight into the methodology, organization and documentation of Occupational Education, its history, philosophy and Best Practices. Every essay (or thesis) presented herein may not fit every situation, however, the context presents a uniform approach in that behind every Occupation/Trade there is: - A history - A need to document methods - A need to have program structure - A need to understand social

implications

Internationalisation of Higher Education Insights from Malaysian Higher Education Institutions (Penerbit USM) Yang Farina, Koo Yiew Lie, Yazrina Yahya, 2016-05-27 This book seeks to put together the voices, the diverse positions and views of policy makers, gatekeepers and actors involved in the internationalisation of higher education institutions in Malaysia higher education system. It begins with an exploration of the literature and then examines the critical issues faced on the ground by higher education institutions in Malaysia. Issues are identified and interpreted based on a survey as well as those obtained from interviews involving stakeholders and players from various academic backgrounds, administrative positions and practitioner experiences. The findings indicated that there are diverse and contested perspectives on the aims, challenges and complexities faced in internationalisation. Broadly, there seems to be general agreement that Malaysia has fairly clear policies on the internationalisation in higher education which emphasises the mobility of students with a focus on the recruitment of international students and academic staff. Increasingly the respondents agree that there are needs to be a shift to a more holistic view of internationalisation which is system wide including internationalisation at home, enhancing research and development, and the need for greater institutional autonomy. This book characterises the complex contexts and issues around internationalisation in the Malaysia higher education system including issues around access and equity, competition and/or collaboration, import oriented and/ or domestic internationalisation. It also aims to provide a theoretical, conceptual and empirical evidence based resources for more informed evidence based policy and practice for the internationalisation of higher education systems. Keywords: Universiti Sains Malaysia, Penerbit Universiti Sains Malaysia, Penerbit USM

AI Ethics in Higher Education: Insights from Africa and Beyond Caitlin C. Corrigan, Simon Atuah Asakipaam, Jerry John Kponyo, Christoph Luetge, 2023-01-20 This open access book tackles the pressing problem of integrating concerns related to Artificial Intelligence (AI) ethics into higher education curriculums aimed at future AI developers in Africa and beyond. For doing so, it analyzes the present and future states of AI ethics education in local computer science and engineering programs. The authors share relevant best practices and use cases for teaching, develop answers to ongoing organizational challenges, and reflect on the practical implications of different theoretical approaches to AI ethics. The book is of great interest to faculty members, researchers, and students in the fields of artificial intelligence, computer science, mathematics, computer engineering, and related areas, as

well as higher education administration.

Effectiveness of Time Investments in Education Jaap Scheerens, 2014-01-28 This book analyzes the productivity and effectiveness of a variety of time investments in education. It explores the methods used in education to optimize the time that students are exposed to learning content. Such methods include expanding official school time, optimizing “time on task”, providing homework assignments, and creating learning opportunities beyond lesson hours. The book presents a review of earlier reviews and meta-analyses, secondary analyses of international data sets, and new meta-analyses concerning the effects of instruction time, homework and extended learning, beyond official school time. It explores the concept of time as a condition to enhance student achievement and discusses methodological issues in separating “genuine” time effects from related facets of educational quality. The book shows that the dependence of time effects on the quality of content choice and delivery raises critical questions for both researchers and policy planners. It further shows that sophisticated research designs are required to properly assess time effects, and that policy makers should be concerned about the bluntness of time as an instrument to enhance educational productivity.

Mindful Education Charlene Tan, 2021-06-05 This book provides original ideas and practical recommendations for educators in a post-pandemic world. We live in a world that has been upended by the COVID-19 pandemic. Students around the globe have been besieged by disruptions that threaten not only their academic learning but also their mental, emotional, and interpersonal well-being. In the midst of pressing and mounting challenges, how can schools ensure the total wellness of all their students? Beyond reactive, piecemeal, and short-term measures, how can schools enact mindful education that pays attention to wholeness in every student? Extending the current research on well-being and mindfulness, this book draws insights from Confucian and Christian traditions. These two traditions have been selected as they are widely seen to represent, and have impacted, Eastern and Western civilisations respectively for millennia. Informed and inspired by Confucian and Christian perspectives, this book proposes that mindfulness is an orientation towards wholeness, where one experiences *he* (harmony) and *shalom* (peace). Mindful education is realised through: A school community of *ren* (humanity) and *agape* (love); A transforming curriculum that centres on *dao* (way) and *imago dei* (god’s image); Empathic teachers who are motivated by *shu* (putting oneself in the other’s place) and the Golden Rule (do to others as you would have them do to you); and Self-directed learners who develop themselves through *xiuji* (self-cultivation) and spiritual disciplines. Applying ancient wisdom to contemporary

settings, this book on promoting student well-being through mindful education is a useful resource for policymakers, educators, researchers, and general readers.

Sports and K-12 Education Ian Parker Renga, Christopher Benedetti, 2018-06-02 Sports are an integral part of education, but what does this mean for educators? *Sports and K-12 Education* addresses this through chapters divided into 3 themes: sports and classroom success; sports and identity; and sports, media, and schools, exploring coaching and teaching, student-athlete identity, media portrayals of female athletes, and more.

Possible Selves and Higher Education Holly Henderson, Jacqueline Stevenson, Ann-Marie Bathmaker, 2018-06-27 Drawing together example studies from international contexts, this edited collection provides a new and cross-disciplinary perspective on the concept of the possible self, exploring its theoretical, methodological and empirical uses with regards to Higher Education. Building on research which examines the ways in which possible selves are constructed through inequalities of class, race and gender, the book interrogates the role of imagined futures in student, professional and academic lives, augmenting the concept of possible selves, with its origins in psychology, with sociological approaches to educational inequalities and exclusionary practices. *Possible Selves and Higher Education* considers both the theoretical and methodological frameworks behind the concept of possible selves; the first section includes chapters that consider different theoretical insights, while the second section offers empirical examples, exploring how the possible selves concept has been used in many diverse higher education research contexts. With each chapter considering a different aspect of the structural barriers to or within education, the examples provided range from the experiences of students and teachers in the language learning classroom, to graduates entering employment for the first time, and refugees seeking to rebuild lives through engagement with education. Offering a broad and diverse examination of how concepts of our future selves can affect and limit educational outcomes, this book furthers the sociological dialogue concerning the relationship between individual agency and structural constraints in higher education research. It is an essential and influential text for both students and academics, as well as anyone responsible for student services such as outreach and widening participation.

Environmental Learning Mark Rickinson, Cecilia Lundholm, Nick Hopwood, 2009-10-06 Environmental education and education for sustainable development have become features of many countries' formal education systems. To date, however, there have been few attempts to explore what such learning looks and feels like from the perspective of the learners. Based on in-depth empirical studies in school and university classrooms, this book

presents rich insights into the complexities and dynamics of students' environmental learning. The authors show how careful analysis of students' environmental learning experiences can provide powerful pointers for future practice, policy and research. Environmental Learning will be a key resource for educators, teacher educators, decision-makers and researchers involved in education and sustainable development.

Mindful Education Charlene Tan, 2021-06-30 This book provides original ideas and practical recommendations for educators in a post-pandemic world. We live in a world that has been upended by the COVID-19 pandemic. Students around the globe have been besieged by disruptions that threaten not only their academic learning but also their mental, emotional, and interpersonal well-being. In the midst of pressing and mounting challenges, how can schools ensure the total wellness of all their students? Beyond reactive, piecemeal, and short-term measures, how can schools enact mindful education that pays attention to wholeness in every student? Extending the current research on well-being and mindfulness, this book draws insights from Confucian and Christian traditions. These two traditions have been selected as they are widely seen to represent, and have impacted, Eastern and Western civilisations respectively for millennia. Informed and inspired by Confucian and Christian perspectives, this book proposes that mindfulness is an orientation towards wholeness, where one experiences *he* (harmony) and *shalom* (peace). Mindful education is realised through: A school community of *ren* (humanity) and *agape* (love); A transforming curriculum that centres on *dao* (way) and *imago dei* (god's image); Empathic teachers who are motivated by *shu* (putting oneself in the other's place) and the Golden Rule (do to others as you would have them do to you); and Self-directed learners who develop themselves through *xiuji* (self-cultivation) and spiritual disciplines. Applying ancient wisdom to contemporary settings, this book on promoting student well-being through mindful education is a useful resource for policymakers, educators, researchers, and general readers.

Research-Based Strategies to Ignite Student Learning Judy Willis, Malana Willis, 2020-02-12 Thanks to unprecedented advances in brain science, we know more about the brain today than ever before. But what does that science tell us about how we learn? How can we capture the power of neuroscience research so that it benefits our students? Judy Willis and Malana Willis answer these questions with clarity and insight, translating recent research on the brain and learning into understandable concepts and practical strategies to use across the curriculum, spanning all grade levels from preK through postsecondary. In this revised and expanded edition of the bestselling *Research-Based Strategies to Ignite Student Learning*, readers will

learn how to * Arouse students' curiosity and interest in pursuing wide-ranging topics, including those they might typically find boring. * Counteract the negative effects of stress, boredom, and frustration on memory. * Defuse undesirable behaviors that are the result of the brain's natural fight/flight/freeze response. * Incorporate the motivating characteristics of video gaming—including clear goals, achievable challenges, predictions, and continual feedback—into classroom learning. * Break through stereotypes that deter students from reaching their full potential. * Use the power of neuroscience research to develop students' executive function skills, such as focus, prioritization, organization, collaboration, critical analysis, and innovation. Willis and Willis describe how the brain converts a vast amount of sensory input into long-term memory and durable understanding, and how educators can use this knowledge to guide students to more successful experiences in school and beyond.

It's Not What You Teach But How Nancy Sulla, 2015-05-15 How do we prepare students to become problem-finders, innovators, and entrepreneurs who can thrive in a global society? The Common Core charts a pathway to success, yet we know that checking off each standard one by one will not achieve the kind of results we want. This powerful book by bestselling author Nancy Sulla has the answers. She explains how teachers can bring students to deeper levels of learning by shifting from the what to the how of the CCSS. She offers seven insights that you can use to teach the standards in a more meaningful way, to bring all of your students to true understanding and application. You'll uncover how to... Incorporate ends-based teaching to ensure that the instructional focus is on the ultimate goal of each standard and not just on the basic skills; Encourage grappling with content through structured techniques such as problem-based learning, questioning, and simulations; Use cognitive progression, by understanding how the brain learns, to produce real results. Harness the power of language in all disciplines, not just in English language arts; Build executive function in the brain rather than focusing on academic function alone; Increase retention by using learning and practice activities in different ways and by differentiating instruction; and Become a true facilitator, not just a responder to students' questions. Throughout the book, you'll find a variety of practical examples from across the curriculum, as well as Your Turn opportunities to help you try the ideas in your own classroom. The future may not be easily defined, but it can be shaped by teachers who are right now preparing the next generation of world citizens.

To Want to Learn Jackson Kyle, 2012-07-17 Lack of learner motivation is the single greatest challenge before American schools and colleges. When students are self-motivated, they invest more and work harder at learning even if resources are inadequate. Jackson Kyle's provocative book argues

that students and teachers waste time and human energy because the conventional curriculum rests on flawed mental models. Hope for change requires a searching critique of modernity as well as expanded theories of human motivation and learning based on advances in neurobiology and cognitive studies. After consideration of existentialism and choice of life purposes, and the dynamics of psychological involvement, Kytte closes his ambitious, interdisciplinary book with ten considerations for better learning.

A Journey in Mathematics Education Research Erna Yackel, Koeno Gravemeijer, Anna Sfard, 2010-11-30 Our objective is to publish a book that lays out the theoretical constructs and research methodologies within mathematics education that have been developed by Paul Cobb and explains the process of their development. We propose to do so by including papers in which Cobb introduced new theoretical perspectives and methodologies into the literature, each preceded by a substantive accompanying introductory paper that explains the motivation/rationale for developing the new perspectives and/or methodologies and the processes through which they were developed, and Cobb's own retrospective comments. In this way the book provides the reader with heretofore unpublished material that lays out in considerable detail the issues and problems that Cobb has confronted in his work, that, from his viewpoint, required theoretical and methodological shifts/advances and provides insight into how he has achieved the shifts/advances. The result will be a volume that, in addition to explaining Cobb's contributions to the field of mathematics education, also provides the reader with insight into what is involved in developing an aggressive and evolving research program. When Cobb confronts problems and issues in his work that cannot be addressed using his existing theories and frameworks, he looks to other fields for theoretical inspiration. A critical feature of Cobb's work is that in doing so, he consciously appropriates and adapts ideas from these other fields to the purpose of supporting processes of learning and teaching mathematics; He does not simply accept the goals or motives of those fields. As a result, Cobb reconceptualizes and reframes issues and concepts so that they result in new ways of investigating, exploring, and explaining phenomena that he encounters in the practical dimensions of his work, which include working in classrooms, with teachers, and with school systems. The effect is that the field of mathematics education is altered. Other researchers have found his new ways of looking useful to them. And they, in turn, adapt these ideas for their own use. The complexity of many of the ideas that Cobb has introduced into the field of mathematics education can lead to a multiplicity of interpretations by practitioners and by other researchers, based on their own experiential backgrounds. Therefore, by detailing the development of Cobb's work, including the tensions involved in

coming to grips with and reconciling apparently contrasting perspectives, the book will shed additional light on the processes of reconceptualization and thus help the reader to understand the reasons, mechanisms, and outcomes of researchers' constant pursuit of new insights.

With the Whole Child in Mind Linda Darling-Hammond, Channa M. Cook-Harvey, Lisa Flook, Madelyn Gardner, Hanna Melnick, 2018-10-22 Among the many models of school reform that have emerged in the late 20th and early 21st centuries, one has endured for more than 50 years: the School Development Program (SDP). Established in 1968 by renowned child psychiatrist James P. Comer and the Yale Child Study Center, the SDP is grounded in the belief that successful schooling—particularly for children from disadvantaged backgrounds—must focus on the whole child. With that in mind, the SDP encompasses both academics and social-emotional development, and it is founded on positive and productive relationships among students, teachers, school leaders, and parents. *With the Whole Child in Mind* describes the SDP's six developmental pathways (cognitive, social, psychological, physical, linguistic, and ethical) and explains how the program's nine key components (in the form of mechanisms, operations, and guiding principles) create a comprehensive approach to educating children for successful outcomes. Firsthand recollections by Comer, school leaders and teachers, and SDP staff members provide an inside look at the challenges and successes that eventually transformed severely underperforming schools into models of excellence. Linda Darling-Hammond, one of the country's foremost experts on K-12 education, and her colleagues argue persuasively for the continuing relevance of the SDP. Far too many schools still operate in a high-pressure environment that emphasizes testing and standardized curricula while ignoring the fundamental importance of personal connections that make a profound difference for students. Fifty years on, the SDP is still just as powerful as ever.

EBOOK: Educational Leadership And Management: Developing Insights And Skills Marianne Coleman, Derek Glover, 2010-04-16 This book integrates theory with practice by presenting a real life scenario in each chapter to illustrate insights and skills needed by leaders in education in an increasingly diverse society. It draws on literature and examples from both the UK and international sources, taking a stance on equity and offering a fresh look at what it means to be a leader in education today. The book will be of interest to both practitioners and students of educational leadership and management with an interest in values of social justice and equity. Special features of the book are: It brings together theory and practice on aspects of educational leadership and management; Each chapter includes an illustrative scenario drawn from real life situations; It encourages reflection;

Leadership is generally understood to be distributed; An ethical stance is promoted based on values of social justice and equity; There is a focus on cultural diversity; The authors draw on their own research.

Education Insights Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the energy of words has be much more evident than ever. They have the ability to inspire, provoke, and ignite change. Such may be the essence of the book **Education Insights**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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