

# **Education Insights**

**Paul R. Carlile, Steven H. Davidson, Kenneth  
W. Freeman, Howard Thomas, N. Venkatraman**

**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.

*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

### **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.

### **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

**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.

*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.

**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.

Experiencing Dewey Donna Adair Breault, Rick Breault, 2013-11-20 *Experiencing Dewey: Insights for Today's Classroom* offers an inspiring introduction to one of the most seminal figures in the field of education. In this collection of essays, contemporary authors consider their favorite quotations from John Dewey's bountiful works and share how Dewey has impacted their teaching practices. Responses are organized around the themes introduced in the first edition: active learning, the educative experience, critical thinking, inquiry and education, and democratic citizenship, plus a new section on accountability added for the second edition. Quotes and responses are kept deliberately brief as an effective way of inviting readers to reflect on and experience Dewey. Co-published with Kappa Delta Pi, International Honor Society in Education, *Experiencing Dewey* remains a powerful resource for current and aspiring teachers. This thoroughly updated edition also includes online resources for teacher educators to help facilitate the book's use in higher education courses.

**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.

**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.

**International Insights: Equality in Education**

Vana Chiou, Oliver Holz, Nesrin Oruç Ertürk, Fiona Shelton, 2019 Educational institutions should offer a safe and secure environment for young people. Part of that should be educational equity, which is a measure of achievement, fairness, and opportunity in education. This publication

analyses and discusses educational equality from different angles. All contributions reflect on the current situation of 11 European countries. All of them are part of the Bologna process and are dealing with the challenges of the development of a European Higher Education Area. This ongoing process is reflected in the present publication, with a specific focus on equality in education. The authors cover aspects like inclusion and inequality, internationalizing education, and accessing education, but they also deal with learning foreign languages, education for the future, assessment, feedback and student success, lifelong learning, teacher training as well as different aspects of the LGB(T+) community and gender and education.

**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.

**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.

**Unschooling Rules** Clark Aldrich, 2011-02

**Insights Into Action** William Sterrett, 2011-12-14

This book focuses on relevant topics that face today's educational leaders, particularly those at the school level: teacher leaders, grade or department chairs, assistant principals, and principals. Each chapter weaves a narrative of a successful leader who embodies the characteristics that current research and theory have established as essential for success, examining a different topic while offering practical applications and ways to overcome barriers to success.

**From Equity Insights to Action** Andrea M. Honigsfeld, Maria G. Dove, Audrey Cohan, Carrie McDermott Goldman, 2021-07-31 *Your Greatest Assets are Right Before Your Eyes: Your Multilingual Learners!* Equity for multilingual learners (MLLs) means that students' cultural and linguistic identities, backgrounds, and experiences are recognized as valued, rich sources of knowledge and their academic, linguistic, literacy, and social-emotional growth is ensured to the fullest potential. This ready-to-use guide offers practical, classroom-level strategies for educators seeking thoughtful, research-informed, and accessible information on how to champion equity for MLLs in a post-COVID era. Focused on the deliberate daily actions that all teachers of multilingual learners can take, this resource guide captures a compelling advocacy framework for culturally and linguistically responsive equity work, including Authentic examples of how educators understand and support MLLs through an equity lens Student portraits of multilingual learners' experiences Accessible answers to essential how-to questions Robust professional

learning activities Access to print and online resources for additional information Thoughtful probes throughout the guide help teachers develop student agency and foster pathways in their own practice and communication with multilingual learners.

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, 2021-06-05 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.

The Enigmatic Realm of **Education Insights:**  
Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and



knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Education Insights** a literary masterpiece penned by way of a renowned author, readers attempt a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting affect the hearts and minds of people who partake in its reading experience.

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