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Who Owns Learning?

Edited by
Curt Dudley-Marling
& Dennis Searle

Questions of
Autonomy, Choice,
and Control

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Who Owns Learning Questions Of Autonomy Choice And Control

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Who Owns Learning Questions Of Autonomy Choice And Control:

Who Owns Learning? Curt Dudley-Marling, Dennis Searle, 1995 Clearly ownership cannot mean that teachers withdraw their support for students but how do teachers strike a balance without threatening students personal investment

Resources in Education, 1995 *Online Education for Lifelong Learning* Inoue, Yukiko, 2007-02-28 Provides theoretical understanding of the link between open and lifelong learning and online distance education Offers a critical discussion of distance open and lifelong learning with a focus on new and emerging challenges of online distance education in global learning communities

The Politics of School Choice Hubert Morken, Jo Renee Formicola, 1999-09-08 The Politics of School Choice is the first comprehensive examination of diverse efforts to promote tax credits public vouchers private scholarships and charter schools Morken and Formicola provide the most current national report on the burgeoning American school choice movement They analyze the strategies and tactics being used by a wide variety of individuals and organizations to leverage change pass laws win court cases and mobilize community support to build successful winning school choice coalitions Based largely on extensive interviews documentary research and surveys this book covers the spectrum of school choice options and shows how they are being promoted in the United States today It explains who the players are what types of programs they endorse and the various rationales behind them The authors report the views of the entrepreneurs religious leaders heads of think tanks and foundations public litigators scholars activists minority leaders and politicians who are in the forefront of providing parents with resources for educational alternatives Finally Morken and Formicola cover the strengths and weaknesses of the school choice issue concluding that the movement has a wide ranging membership that is uneven in its implementation and that it is taking different forms in various regions of the country As the pace of change accelerates and new school choice programs proliferate this study is a critical resource for all those concerned about the present and future status of American education

After Early Intervention, Then What? Teaching Struggling Readers in Grades 3 and Beyond Rachel L. McCormack, Jeanne R Paratore/IRA, Jeanne R. Paratore, 2005-01-18 For courses in Elementary Reading Methods Literacy in the Elementary School and Literacy Tutoring Even with effective early interventions many students continue to need expert and intensive reading instruction well beyond the primary grade years Now intermediate and middle school educators and pre service teachers have a resource to help them develop instructional strategies for these students The contributors to this volume draw from research and classroom practice as they share strategies that work for readers who continue to struggle in grades 3-8 Readers will learn how to address the needs of children in a range of instructional settings and learning contexts and gain a solid understanding of the current state of knowledge on struggling readers and the multiple pathways they can take to help them succeed

Balanced Literacy Instruction Kathryn Hu-Pei Au, Jacquelin H. Carroll, Judith A. Scheu, 2001 **Critical Issues in Special Education** Audrey McCray Sorrells, Herbert J. Rieth, Paul T. Sindelar, 2004 This book represents the contributions of prominent researchers

teacher educators policy makers teachers and parents on current and emerging issues facing the field of special education and their critical thinking on how to ensure that students with disabilities receive free appropriate education in the least restrictive environment The authors present divergent perspectives on the issues and concerns including a the emergence of more constructivistic instruction approaches that focus increasingly on higher order thinking b new organization structures for administering schools c standards based reform and the use of high stakes testing for evaluating students d the changing population and the increasingly diverse demographics of the students served in the public schools e the onset of the information age and the increasingly visible role of technology in the schools and the workplace f concerns about student discipline and violence in schools g the continuing shortage of qualified and certified special education teachers and h trends in higher education focused on the reform of teacher education such as changing standards for knowledge and skills preparing teachers for changing roles as mentors and changes in the teacher education process that may have precipitated or influenced issues in the field For special education providers such as parents and teachers and for anyone interested in the field of special education

Resources in Education, 1995 *Readers and Writers with a Difference* Lynn Knebel Rhodes, Curt Dudley-Marling, 1996 This second edition renews the case for whole language theory taking into account the various developments in language arts over the past eight years What Choice Do I Have? Terry Patrick Bigelow, Michael J. Vokoun, 2005 In this book you ll discover how giving students a voice in how they learn and what they learn from opens up your classroom to inquiry and engagement while offering authentic teachable moments *A Classroom Teacher's Guide to Struggling Readers* Curt Dudley-Marling, Patricia C. Paugh, 2004 Plus *A Classroom Teacher's Guide to Struggling Readers* has a complete discussion on how to help students even when you are locked into a basal program Jacket

Reading Stephen King Brenda Miller Power, Jeffrey D. Wilhelm, 1997 This collection of essays grew out of the Reading Stephen King Conference held at the University of Maine in 1996 Stephen King's books have become a lightning rod for the tensions around issues of including mass market popular literature in middle and high school English classes and of who chooses what students read King's fiction is among the most popular of pop literature and among the most controversial These essays spotlight the ways in which King's work intersects with the themes of the literary canon and its construction and maintenance censorship in public schools and the need for adolescent readers to be able to choose books in school reading programs The essays and their authors are 1 Reading Stephen King An Ethnography of an Event Brenda Miller Power 2 I Want to Be Typhoid Stevie Stephen King 3 King and Controversy in Classrooms A Conversation between Teachers and Students Kelly Chandler and others 4 Of Cornflakes Hot Dogs Cabbages and King Jeffrey D Wilhelm 5 The Wanna Read Workshop Reading for Love Kimberly Hill Campbell 6 When IT Comes to the Classroom Ruth Shagoury Hubbard 7 If Students Own Their Learning What Do Teachers Do Curt Dudley Marling 8 Disrupting Stephen King Engaging in Alternative Reading Practices James Albright and Roberta F Hammett 9 Because Stories Matter Authorial Reading and the Threat of

Censorship Michael W Smith 10 Canon Construction Ahead Kelly Chandler 11 King in the Classroom Michael R Collings 12 King's Works and the At Risk Student The Broad Based Appeal of a Canon Basher John Skretta 13 Reading the Cool Stuff Students Respond to Pet Sematary Mark A Fabrizi 14 When Reading Horror Subliterature Isn't So Horrible Janice V Kristo and Rosemary A Bamford 15 One Book Can Hurt You But a Thousand Never Will Janet S Allen 16 In the Case of King What May Follow Anne E Pooler and Constance M Perry and 17 Be Prepared Developing a Censorship Policy for the Electronic Age Abigail C Garthwait Appended are a joint manifesto by National Council of Teachers of English NCTE and International Reading Association IRA concerning intellectual freedom an excerpt from a teacher's guide to selected horror short stories of Stephen King and the conference program Contains a 152 item reference list of literary works NKA Reframing Teacher Education Julie D. Rainer, 2004-11-10 What is a constructivist teacher and what do they do This collection of essays will answer these questions as well as suggest specific ways to become or rejuvenate oneself using this approach Constructivist teachers walk the talk along seven dimensions learning and development authority and facilitation action and reflection autonomy and community process and content power and empowerment critical thinking and multiple perspectives While these behaviors may at first appear to be opposites the key is achieving balance among them Essays are organized around these themes and the conclusions support interdisciplinary content reflection and life long learning **Believing Doubt and Doubting Belief** D. Scott Dixon, 2001 Conversations Regie Routman, 2000 In this long awaited volume Regie Routman continues the discussion she began in the best selling *Invitations* and further explores the full universe of an effective language arts and literacy program across the curriculum American Book Publishing Record, 1995 *Living with Uncertainty* Curt Dudley-Marling, 1997 Unlike the idealized models of teaching that dominate research this candid account illustrates the complicated realities of classroom practice **Blended Learning: Convergence between Technology and Pedagogy** Antonio Víctor Martín-García, 2020-05-18 This book focuses on essential aspects of the theoretical foundations that support blended learning BL as a teaching training modality in tertiary education Analyzing the changes in the world of education that lead to new ways of thinking and learning it redefines the concept of blended learning at a time of constant growth in many universities around the world This involves a shared reflection on the role of technology in the current university teacher education programs as well as on the role that pedagogy plays in increasingly technology driven contexts Furthermore the book presents pedagogical approaches to guide university professors in the design and implementation of blended learning courses To this end it describes some of the major models and approaches to BL instructional design and examines issues related to the quality of BL training and the indicators to measure it in order to identify those models that contribute to a better understanding of the dimensions that increase its effectiveness *Canadian Journal of Counselling*, 2004 **"I Hear, and I Forget; I See, and I Remember; I Do, and I Understand"** Whitney Hosmer Rapp, 1997

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