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The subject matter of this book – what happens in schools, the effects of curriculum change, the reasons why some children are successful and others are not – explains just why the sociology of education is one of the most important areas to achieve political importance. There are five sections to the book covering: Educational Achievement; Educational Provision; The Organization of the School; Roles in the School and Values and Learning. The editor discusses the implications of the material presented (much of which was available for the first time when this book was originally published). For the education system to remain responsive to the needs and demands of its multiple stakeholders it must embrace the innovation and research produced by contemporary technology. This book traverses a wide range of conceptual, disciplinary, methodological, national and sectoral boundaries to explore the challenge presented. This insightful book offers a wide-ranging collection of lively discussions on contemporary issues, policies and practices in higher education. Bartram integrates contributions from experienced academics, teachers and students in a unique approach and structure, designed to enable students with both specific and wide-ranging interests in higher education to extend their understanding. Including discussion points, research tasks and suggestions on further reading in each chapter, Understanding Contemporary Issues in Higher Education discusses a range of topics, such as: universities and the mental health ‘crisis’; knowledge, the state and the market; the role of technology in teaching and academic celebrification; disability, diversity and inclusive placement learning. Written specifically for Education Studies students, this book constitutes a timely addition to student-focused themed studies looking at aspects of higher education. Recently, a new understanding of creative thought and creative performance has surfaced. It has also attracted the attention of early childhood professional organizations and researchers. Professional organizations have included it in their publications and conferences. While current creativity researchers have initiated a far more sophisticated understanding of young children’s creative thinking, ways to assess creativity, strategies to promote creativity, and research methodologies. The purpose of this volume is to present a wide range of different theories and areas in the study of creativity to help researchers and theorists work toward the development of different perspectives on creativity with young children. It focuses on critical analyses and reviews of the literature on topics related to creativity research, development, theories, and practices. It will serve as a reference for early childhood education researchers, scholars, academics, general educators, teacher educators, teachers, graduate students, and scientists to stimulate further “dialogue” on ways to enhance creativity. The chapters are of high quality and provide scholarly analyses of research studies that capture the full
Interdisciplinary research is also included, as is research within specific domains such as art and science, as well as on critical issues (e.g., aesthetics, genius, imagery, imagination, insight, intuition, metaphor, play, problem finding and solving). Thus, it offers critical analyses on reviews of research in a form that are useful to early childhood researchers, scholars, educators, and graduate students. It also places the current research in its historical context. The volume is also of interest to the general readers who are interested in the young children’s creativity. The chapters are authored by established scholars in the field of young children’s creativity. Teaching and learning practices that are interconnected and value all subject areas benefit K-12 students by supporting creativity, critical thinking, communication, and collaboration. Curriculum Integration in Contemporary Teaching Practice: Emerging Research and Opportunities is an essential scholarly resource that presents detailed information on the benefits and implementation of STREAMS (Science, Technology, Reading, Engineering, Arts, Mathematics, and Social Studies), an interdisciplinary curriculum that meets K-12 students’ diverse needs by placing equal emphasis on multiple avenues of learning. Highlighting topics such as educational science and technology, curriculum development, and instructional design, this book is an ideal resource for students, academicians, researchers, and librarians seeking current information on interdisciplinary education. Over the last 35 years, studies focusing in young children’s knowledge about the mental world have developed into an important area. This body of social knowledge is called theory of mind, which refers to the individuals’ ability to interpret and anticipate the other individuals’ thinking, feeling, and behavior based on their interpretation of the situation. Many researchers and theorists believe that a representational theory of mind offers a basis for various critical facets of social-cognitive performance, such as teaching and learning, lying and pretending, making and keeping friends, and social learning more generally. The purpose of this volume is to share a collection of research strands on theory of mind research. It describes its historical roots and suggests improved alternatives. The focus of the volume is to provide a review and critical analysis of the literature on a contemporary domain of knowledge on young children’s Theory of Mind. For several decades scholarly research on theory of mind has been flourishing and a collection of new publication outlets have emerged such as the ones reviewed in the volume, which offers a thorough critical analysis of the research in contemporary perspectives on research in theory of mind in early childhood education. The researchers who conducted the critical analyses of the research focused on understanding the mind in relation to (1) young children, (2) several assessment procedures, (3) metacognitive and neuroscientific processes, (3) emotion and educational representations, (4) interaction of social and cultural elements, and (5) influences and future research directions. The work of these scholars can help guide those researchers who are interested in pursuing studies in early childhood theory of mind in a specific area of study. Why is metacognition gaining recognition, both in education generally and in science learning in particular? What does metacognition contribute to the theory and practice of science learning? Metacognition in Science Education discusses emerging topics at the intersection of metacognition with the teaching and learning of science concepts, and with higher order thinking more generally. The book provides readers with a background on metacognition and analyses the latest developments in the field. It also gives an account of best-practice methodology. Expanding on the theoretical underpinnings of metacognition, and written by world leaders in metacognitive research, the chapters present cutting-edge studies on how various forms of metacognitive instruction enhance understanding and thinking in science classrooms. The editors strive for conceptual coherency in the various definitions of metacognition that appear in the book, and show that the study of metacognition is not an end in itself. Rather, it is integral to other important constructs, such as self-regulation, literacy, the teaching of thinking strategies, motivation, meta-strategies, conceptual understanding, reflection, and critical thinking. The book testifies to a growing recognition of the potential value of metacognition to science learning. It will motivate science educators in different educational contexts to incorporate this topic into their ongoing research and practice. What is educational research? What are its current approaches, methods and methodologies? How should existing literature be reviewed and evaluated critically? What are the key philosophical debates in and on educational research? How should research in education be conducted and how should it be presented? And what is the value of such research? With this extensively revised edition of a much-admired and engaging guide, Jerry Wellington provides clear and constructive answers to these questions, complete with detailed advice on methods such as interviewing, surveys, documentary research and the use of focus groups. Thoroughly overhauled and updated, this edition includes new case studies, helpful ‘theory summary’ boxes, and a range of activities or ‘points to ponder’ to foster engagement with current issues. Retaining the clarity and concision of the previous edition, and its approachable and practical style, Jerry Wellington provides an invaluable text for all those engaged in educational research.
youngsters with disabilities. Only in the past decade has there been sufficient special education research published from which meta-analyses and syntheses can be conducted. In this volume, seven sets of authors grapple with synthesizing the knowledge base on an array of critical topics in the field of special education. Among others, specific chapters include: * a synthesis of what is known about effective instructional grouping practices for reading. * an examination of the differences between students classified as learning disabled and other low-achieving students on a range of academic performance measures. * a review of effective instruction for English-language learners. * an examination of the research on behavioral supports for low-incidence special education populations. * a synthesis on how technology supports literacy development, across the full spectrum of disabilities categories. These papers provide up-to-date, informative summaries of current knowledge and a base from which further venture into the critical area of instructional intervention in special education can occur. This book provides an overview of contemporary postgraduate research in Technology Education, bringing recent research on technology education to the attention of teachers so that they can use the findings to inform their practice, while also informing the education research community about studies being carried out in the field of Technology Education. The book brings together significant international research on Technology Education by focusing on contemporary PhD theses. While the conceptual underpinnings of each research project are explained, the focus is on elaborating the findings in ways that are relevant for practitioners. The book features contributions from doctoral students who completed their research in 2013. Each chapter employs a similar structure, with a focus on what the research means for classroom teachers. The book offers a valuable resource for researchers, teachers and potential researchers, with suggestions for further study. Each chapter also includes references to the digital edition of the respective full thesis, allowing readers to consult the research in detail if necessary. Normalities: The First Professionally Prepared Teachers in the United States is a new original work which explores the experiences of three women, Lydia Stow, Mary Swift and Louisa Harris, who were pioneers in the movement in teacher education as members of the first class of the nation's first state normal school established in Lexington, Massachusetts in 1839. The book is biographical, offering new insights derived from exceptional research into the development of the normal school movement from the perspectives of the students. While studies have provided analysis of the movement as a whole, as well as some of the leaders of the initiative, such as Horace Mann and Henry Barnard, there is a lack of rich, published information about the first groups of students. Understanding their accounts and experiences, however, provides a critical foreground to comprehending not only the complexity of the nineteenth century normal school movement but, more broadly, educational reform during this period. Arranged chronologically and in four parts, this book explores the experiences of Lydia Stow, Mary Swift and Louisa Harris during their normal school studies, their entrance into the world and commencement of their careers, the transitions in their personal and professional lives, and the building of their life work. Throughout these periods, their formal educational experiences, as well as broader moments of transformation, are considered and how life paths were shaped. This book will be of interest to undergraduate and graduate students and faculty connected to teacher preparation programs. More than 100,000 students are currently awarded baccalaureate degrees each year in Education. Over 80,000 of these students are women. Their experiences are rooted in the pioneering efforts of Lydia Stow, Mary Swift, and Louisa Harris at our nation's first state normal school. It is a particularly fitting time to share their experiences as the 175th anniversary of the start of formal, state sponsored teacher education, the normal school movement, will be celebrated in 2014. Contemporary Debates in Education Studies gives the reader a vital and nuanced understanding of the key debates surrounding the field of education today. Exploring important educational themes such as issues of sexuality, extremism and mental health through a variety of viewpoints, this wide-ranging book questions what the nature and purpose of education are, and how this can be understood in contemporary contexts. From eradicating child poverty in schools, to considering how education should rise to the challenge of the digital world, the book covers an extensive range of topics designed to inspire discussion and debate. Examining a variety of perspectives, each chapter looks at these topics through key research, thinkers, theorists and policies, and, featuring discussion questions and case studies throughout, it forms a truly accessible and interactive guide to the issues that can not only help students access the debates, but also provide lecturers with questions to stimulate seminar discussions. Challenging current thinking on a number of topics, this book's original and distinctive ideas consider how education should meet some of the trials and tribulations of the 21st century, and its wide-reaching and all-encompassing discussion will be essential reading for all students on undergraduate and postgraduate education studies courses. Technology has become an integral part of our everyday lives. As today's teachers prepare to instruct a new generation of students, the question is no longer whether technology should be integrated into the classroom, but "how?" The Handbook of Research on Integrating Technology into Contemporary Language Learning and Teaching is a critical scholarly publication that examines the relationship between language education and technology and the
ability to improve language education through technological advances. Featuring coverage on a wide range of topics, such as computer-assisted language learning, flipped instruction, and teacher education, this publication is geared toward researchers, practitioners, and education professionals seeking relevant research on the improvement of language education through the use of technology. Socio-scientific issues (SSI) are open-ended, multifaceted social issues with conceptual links to science. They are challenging to negotiate and resolve, and they create ideal contexts for bridging school science and the lived experience of students. This book presents the latest findings from the innovative practice and systematic investigation of science education in the context of socio-scientific issues. Socio-scientific Issues in the Classroom: Teaching, Learning and Research focuses on how SSI can be productively incorporated into science classrooms and what SSI-based education can accomplish regarding student learning, practices and interest. It covers numerous topics that address key themes for contemporary science education including scientific literacy, goals for science teaching and learning, situated learning as a theoretical perspective for science education, and science for citizenship. It presents a wide range of classroom-based research projects that offer new insights for SSI-based education. Authored by leading researchers from eight countries across four continents, this book is an important compendium of syntheses and insights for veteran researchers, teachers and curriculum designers eager to advance the SSI agenda. This book discusses how teaching and research have been weighted differently in academia in 18 countries and one region, Hong Kong SAR, based on an international comparative study entitled the Changing Academic Profession (CAP). It addresses these issues using empirical evidence, the CAP data. Specifically, the focus is on how teaching and research are defined in each higher education system, how teaching and research are preferred and conducted by academics, and how academics are rewarded by their institution. Since the establishment of Berlin University in 1810, there has been controversy on teaching and research as the primary functions of universities and academics. The controversy increased when Johns Hopkins University was established in 1876 with only graduate programs, and more recently with the release of the Carnegie Foundation report Scholarship Reconsidered by Ernest L. Boyer in 1990. Since the publication of Scholarship Reconsidered in 1990, higher education scholars and policymakers began to pay attention to the details of teaching and research activities, a kind of ‘black box’ because only individual academics know how they conduct teaching and research in their own contexts. This groundbreaking book situates research at the heart of photographic practice, asking the key question: What does research mean for photographers? Illuminating the nature and scope of research and its practical application to photography, the book explores how research provides a critical framework to help develop awareness, extend subject knowledge, and inform the development of photographic work. The authors consider research as integral to the creative process and, through interviews with leading photographers, explore how photographers have embedded research strategies into their creative practice. A successful marketing department has the power to make or break a business. Today, marketing professionals are expected to have expertise in a myriad of skills and knowledge of how to remain competitive in the global market. As companies compete for international standing, the value of marketing professionals with well-rounded experience, exposure, and education has skyrocketed. Global Perspectives on Contemporary Marketing Education addresses this need by considering the development and education of marketing professionals in an age of shifting markets and heightened consumer engagement. A compendium of innovations, insights, and ideas from marketing professors and professionals, this title explores the need for students to be prepared to enter the sophisticated global marketplace. This book will be invaluable to marketing or business students and educators, business professionals, and business school administrators. Across the world, universities are transforming their teaching and learning practices to meet the challenges facing Higher Education in the 21st century. Research into teaching and learning in Higher Education has never been a more important issue. Growing numbers of academics across disciplines are conducting research in their teaching. This book presents contemporary approaches to researching university teaching and learning to address this rising demand. The author provides a much needed comprehensive yet basic approach for conducting this type of research. A perfect resource for new lecturers, professional developers, researchers and graduate students; this book provides useful and effective guidance for conducting teaching and learning research in Higher Education. Filling a clear gap in the market, this book covers all the essential methodological and theoretical bases needed to engage in Higher Education research. This book offers a refreshingly light yet serious approach to research which has proved to yield significant advances in the field, allowing new academics from any discipline to effectively conduct higher education research. Each chapter covers the following: Framing Higher Education Research Generating an Ethical Framework Qualitative Data Analysis Focus Group Research Semi-Structured Interviews Narrative Inquiry Ethnographic Approaches Case Study Research Action Research Appreciative Inquiry Phenomenography Researching Threshold Concepts Visual Research Evaluation Approaches This book is an invaluable resource for anyone
interested in up to date theories and methods for conducting teaching and learning research in Higher Education. This book starts with the premise that beauty can be an engine of transformation and authentic engagement in an increasingly complex world. It presents an organized picture of highlights from the 13th European Science Education Research Association Conference, ESERA 2019, held in Bologna, Italy. The collection includes contributions that discuss contemporary issues such as climate change, multiculturalism, and the flourishing of new interdisciplinary areas of investigation, including the application of cognitive neuroscience, artificial intelligence, and digital humanities to science education research. It also highlights learners’ difficulties engaging with socio-scientific issues in a digital and post-truth era. The volume demonstrates that deepening our understanding is the preferred way to address these challenges and that science education has a key role to play in this effort. In particular, the book advances the argument that the deep and novel character of these challenges requires a collective search for new narratives and languages, an expanding knowledge base and new theoretical perspectives and methods of research. The book provides a contemporary picture of science education research and looks to the theoretical and practical societal challenges of the future. Chemical education is essential to everybody because it deals with ideas that play major roles in personal, social, and economic decisions. This book is based on three principles: that all aspects of chemical education should be associated with research; that the development of opportunities for chemical education should be both a continuous process and be linked to research; and that the professional development of all those associated with chemical education should make extensive and diverse use of that research. It is intended for pre-service and practising chemistry teachers and lecturers; chemistry teacher educators; chemical education researchers; the designers and managers of formal chemical curricula; informal chemical educators; authors of textbooks and curriculum support materials; practising chemists and chemical technologists. It addresses the relation between chemistry and chemical education; curricula for chemical education; teaching and learning about chemical compounds and chemical change; the development of teachers; the development of chemical education as a field of enquiry. This is mainly done in respect of the full range of formal education contexts (schools, universities, vocational colleges) but also in respect of informal education contexts (books, science centres and museums). Educational researchers are bound to see this as a timely work. It brings together the work of leading experts in argumentation in science education. It presents research combining theoretical and empirical perspectives relevant for secondary science classrooms. Since the 1990s, argumentation studies have increased at a rapid pace, from stray papers to a wealth of research exploring ever more sophisticated issues. It is this fact that makes this volume so crucial. The field of social studies is unique and complex. It is challenged by the differing perspectives related to the definition, goals, content, and purpose of social studies. Contemporary Social Studies: An Essential Reader discusses the contemporary issues surrounding social studies education today. Contemporary Social Studies: An Essential Reader encourages and inspires readers to think. The chapters included in this volume are written by prominent scholars in the field of social studies. The collection inspires and provokes readers to reconsider and reexamine social studies and its contemporary state. Readers will explore the various critical topics that encompass contemporary social studies. This collection provides readers with rich chapters which are sure to be cited as key works. Compelling and accessible, this collection brings to light the critical topics relevant to contemporary social studies and is sure to serve as a cornerstone and seminal text for the future. This book presents research contributions focusing on the introduction of contemporary physics topics – mainly, but not exclusively, quantum physics – into high school curricula. Despite the important advances and discoveries in quantum physics and relativity which have revolutionized our views of nature and our everyday lives, the presence of these topics in high school physics education is still lacking. In this book physics education researchers report on the teaching and learning of quantum physics from different perspectives and discuss the design and use of different pedagogical approaches and educational pathways. There is still much debate as to what content is appropriate at high school level as well what pedagogical approaches and strategies should be adopted to support student learning. Currently there is a greater focus on how to teach modern physics at the high school level rather than classical physics. However, teachers still lack experience and availability of appropriate teaching and learning materials to support the coherent integration of Quantum Physics in high school curricula. A ll of the 19 papers presented in this book discuss innovative approaches for enhancing physics education in schools. This edited volume offers a crosscutting view of STEM and is comprised of work by scholars in science, technology, engineering, and mathematics education. It offers a view of STEM from the disciplines that comprise it, while adhering to the idea that STEM itself is an interdisciplinary treatment of all the associated disciplines in a meaningful way. This book raises and answers questions regarding the meaning of STEM education and research. This volume is divided into three sections: the first one describes the nature of the component disciplines of STEM. The next section presents work from leaders representing all STEM disciplines and deals with aspects such as K-12 and post-secondary education.
The last section draws conclusions regarding the natures of the disciplines, challenges and advantages of STEM education in terms of theoretical and practical implications. The two final chapters compile arguments from the research chapters, describing themes in research results, and making recommendations for best STEM education practice, and examining areas for future research in STEM education. This book brings together a collection of research-based papers on current issues in early childhood mathematics education that were presented in the Topic Study Group 1 (TSG 1) at the 13th International Congress on Mathematical Education (ICME-13), held at the University of Hamburg in 2016. It will help readers understand a range of key issues that early childhood mathematics educators encounter today. Research on early childhood mathematics education has grown in recent years, due in part to the well-documented, positive relation between children’s early mathematical knowledge and their later mathematics learning, and to the considerable emphasis many countries are now placing on preschool education. The book addresses a number of central questions, including: What is mathematical structural development and how can we promote it in early childhood? How can multimodality and embodiment contribute to early mathematics learning and to acquiring a better understanding of young children’s mathematical development? How can children’s informal mathematics-related experiences affect instruction and children’s learning in different mathematics content areas? What is the role of tools, including technology and picture books, in supporting early mathematics learning? What are the challenges in early childhood mathematics education for teachers’ education and professional development? Contemporary Issues in Learning and Teaching looks at current issues across the three key areas of policy, learning and practice. It will help you to think critically on your Education course, and to make connections between the processes of learning and the practicalities of teaching. The book addresses key issues in primary, secondary and special education, and includes examples from all four countries of the UK. The contributors reflect on current thinking and policy surrounding learning and teaching, and what it means to be a teacher today. Looking at the practice of teaching in a wider context allows you to explore some of the issues you will face, and the evolving expectations of your role in a policy-led environment. The book focuses on core areas of debate including: - education across different contexts and settings - teaching in an inclusive environment - Continuing Professional Development (CPD) for practitioners Each chapter follows the same accessible format. They contain case studies and vignettes providing examples and scenarios for discussion; introduction and summary boxes listing key issues and concepts explored in the chapter; key questions for discussion reflection; and further reading. This essential text will be ideal for undergraduate and postgraduate courses, including BEd/BA degrees, initial teacher-training courses, and Masters in Education programmes. All editors and contributors are based in the Faculty of Education at Glasgow University, UK. Assessment and evaluation have always been an integral part of educational process. Quality and purposeful assessment can assist in students’ learning and their achievement. While there has been a rapid growth in international, standardized student assessments in the past few decades, a large number of education systems participating in these assessments are now focusing their attention on developing new national, within-country assessments to evaluate educational standards and to modify the curriculum to better suit to the demands of the 21st century. Education systems that are successful in linking the national curriculum and assessments directly to international standards are performing better on international standardized assessments of reading, mathematics, and science. This book covers studies related to educational assessment in addressing quality of education and performance improvement. The book presents the distinguished and exemplary works by educators and researchers in the field highlighting the contemporary trends and issues, creative and unique approaches, innovative methods, frameworks, pedagogies and theoretical and practical aspects in assessment processes in various educational settings. This book aims to posit theory as a central component to the study of education and education policy. Providing clear, introductory entries into contemporary critical theories and their take up in education policy studies, the book offers a generative invitation to further reading, thought and exploration. Instead of prescribing how theory should be used, the contributors elaborate on a set of possibilities for researching and critiquing education policy. Education Policy and Contemporary Theory explores examples of how theoretical approaches generate a variety of questions for policy analysis, demonstrating the importance of theory as a necessary and inevitable resource for exploring and contesting various policy realms and dominant discourses. Each chapter provides a short overview of key aspects of a particular theory or perspective, followed by suggestions of methodological implications and recommended readings to extend the outlined ideas. Organized around two parts, the first section focuses on theorists while the second section looks at specific theories and concepts, with the intention that each part makes explicit the connection between theory and methodology in relation to education policy research. Each contribution is carefully written by established and emerging scholars in the field to introduce new scholars to theoretical concepts and policy questions, and to inspire, extend or challenge established policy researchers who may be considering working in new areas.
offers an essential exploration of key concepts and issues in education that will allow education studies students, as well as trainee and practising teachers to engage in reflection, not only on work at the classroom level, but on education more broadly. Using detailed examples, the book problematises many popular and taken-for-granted views, allowing the reader to challenge and seriously consider the nature of the education enterprise. In each chapter, a concept is carefully considered, with major features, controversies, and strengths and weaknesses highlighted. Key follow-up questions challenge the reader to reflect on specific issues, and encourage involvement, not just in their own teaching, but in the planning and determination of the total programme of their school, and where possible, that of the nation. The book is divided into seven main parts: The Social Context of Education Education Policy Curriculum Teaching and Learning Leadership in Education Teacher Preparation International Developments in Education. Drawing upon a wide variety of theoretical positions, Understanding Contemporary Education provides an accessible introduction to key themes and concepts in education, challenging readers to fully consider the purpose of education and to reflect intelligently on issues that affect all schools. It is a must-read book for those on education studies courses, as well as trainee and practising teachers.

The teaching of games is a central component of any physical education or youth sport programme. Contemporary Developments in Games Teaching brings together leading international researchers and practitioners in physical education and sports coaching to examine new approaches in games teaching and team sport coaching that are player/student-centred and inquiry-based. The book aims to bridge the gap between research and practice by exploring contemporary games teaching from pedagogical, policy and research perspectives. It offers interesting new commentary and research data on well-established models such as Teaching Games for Understanding (TGfU), Game Sense, Play Practice and the Games Concept Approach (GCA), as well as introducing innovative and exciting approaches emerging in East Asia, including Singapore and Japan. Representing the most up-to-date survey of new work in contemporary games teaching around the world, this book is invaluable reading for any student, researcher, in-service teacher or sports coach with an interest in games teaching or physical education. This book poses questions on how to work ethically in research on science education. Applying research ethics reflectively and responsibly is fundamental for conducting research with people. It seeks to renew the conversation on how and why to engage with ethics in science education research and to adjust and refine research practices. It highlights both the need for methodological reflections in science education research and the particular ethical research challenges of science education. Science education research involves the study of people – often young and vulnerable people – and their practices. Researchers working within humanities and social science research commonly follow guidelines and codes of conducts set by country-specific ethics committees. Such guidelines function as minimal requirement for ethical reflection. This book seeks to engage the community of science education researchers in a conversation on ethics in science education moving beyond the mere compliance with governmental regulations toward a collective reflection. It asks the question of whether the existing guidelines provided for researchers are keeping up with contemporary realities of the visual presence of individuals in digital spaces. It also asks questions on how participatory research methodologies alters the relations between researchers and practitioners. This book is organized into two parts: Part one is entitled Challenging existing norms and practices. It asks questions such as: What are the conditions of knowledge that shape ethical decision making? Where is this kind of knowledge coming from? How is this knowledge structured, and where are the limitations? How can we justify our beliefs concerning our ethical research actions? Part two Epistemological considerations for ethical science education research centres norms and practices of conducting science education research in regard to methods, validity and scope. This book highlights lived experiences, personal inspirations and motivations, which have generated scholarship, and influenced the research and teaching of scholars in the field of curriculum studies. Offering contributions from new, established and experienced scholars, chapters foreground the ways in which the authors have been influenced by the mentorship and work of others, by personal challenges, and by the contexts in which they live and work. Chapters also illustrate how scholars have engaged in variety of methodological and autobiographical processes including narrative and poetic inquiry, autoethnography and visual arts research. Through a range of contributions, the book clarifies the origins and legacy of contemporary curriculum studies and in doing so, provides inspiration for beginning scholars and academics as they continue to find their voices in academic communities. Offering rich insight into the experiences and scholarship of a wide range of scholars, this volume will be of interest to students, scholars and researchers with an interest in curriculum studies, as well as educational research and methodologies more broadly. This book examines contemporary issues in music teaching and learning throughout the lifespan, illuminating an emerging nexus of trends shaping modern research in music education. In the past, most music learning opportunities and research were focused upon the pre-adult population. Yet, music education occurs throughout the lifespan, from birth until death, emerging not only through traditional formal ensembles and courses, but increasingly
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through informal settings as well. This book challenges previous assumptions in music education and offers theoretical perspectives that can guide contemporary research and practice. Exploring music teaching and learning practices through the lens of human development, sections highlight recent research on topics that shape music learning trajectories. Themes uniting the book include human development, assessment strategies, technological applications, professional practices, and cultural understanding. The volume deconstructs and reformulates performance ensembles to foster mutually rewarding collaborations across miles and generations. It develops new measures and strategies for assessment practices for professionals as well as frameworks for guiding students to employ effective strategies for self-assessment. Supplemental critical thinking questions focus the reader on research applications and provide insight into future research topics. This volume joining established experts and emerging scholars at the forefront of this multifaceted frontier is essential reading for educators, researchers, and scholars, who will make the promises of the 21st century a reality in music education. It will be of interest to a range of fields including music therapy, lifelong learning, adult learning, human development, community music, psychology of music, and research design. Descripción / Resumen (Inglés): The present volume represents a compilation of international teacher education practice and research with a focus on Teacher Education for Contemporary Contexts. It draws upon the diverse educational perspectives, teaching procedures, knowledge, and situated contexts where the discipline takes shape. The sections of this book comprise research papers accepted for presentation during the 18th International Study Association on Teachers and Teaching (ISATT) Biennial Conference that will take place from July 3rd to July 7th in Salamanca, Spain. Around 300 delegates from 57 countries across the globe and a large Scientific Committee of 80 colleagues have contributed academically and professionally to support our ability to share the contents of this volume. The main conference topic is search and research. Searching is the action of looking carefully at people, objects, and situations in order to find something concealed or to discover something beyond the ordinary. This is what teachers do in their classrooms and, primarily, ‘search’ represents their endeavours to construct professional knowledge as a result of developing practice. Researching is systematic inquiry that intends to discover new knowledge and/or to refute educational theories, a process typically rendered by teacher educators and other researchers. The focus of this 18th biennial ISATT conference is to bring together both “search” and “research”, connecting practice and theory (or ‘praxis’), with the purpose of offering relevant solutions to realistic classroom problems. The editorial process followed three differentiated phases: The first phase required abstract submission with the purpose of being accepted for the conference. A double (or triple) blind review was conducted to evaluate whether the papers submitted were suitable for the conference. A rate of 87% of the papers were accepted for presentation. The second phase encouraged authors to voluntarily submit a full paper of 3,000 words. A total of 111 full papers were then subjected to an open review process with the main purpose of suggesting to authors ways of further improving the presentation of their valuable research. A third phase, not yet completed and therefore beyond the scope of this book, was the review and selection of the outstanding papers, papers that were deemed eligible for the post-proceeding publication (i.e., less than 15% of the total). The central intent of the book is to contribute to fostering scholarly discussions and to inform future teaching trajectories, strengthen lines of research in teacher education and demonstrate the opportunities and constraints in our professional work. Its added value highlights the commonplace in international research that serves to depict how the field of teacher education is moving forward in an increasingly global society. All in all, teachers, teacher educators and researchers learn by effective communication processes, whether in personal/professional interactions or in the use of digital technologies. Positive interactions lead to building strong communities of learners, which in turn, leads to the production of valuable knowledge and better understandings about learning and teaching. With the upcoming commemoration of its 800th anniversary in the year 2018, the University of Salamanca, as the oldest university in operation in Spain, is proud to host the ISATT 18th biennial conference and to support the exceptional work of many researchers in the field of Teacher Education by compiling and editing the work in this volume. Furthermore, the local Organizing Committee and the ISATT Executive Committee hope you will experience a rewarding intellectual experience as a result of your contributions and knowledge, as both academics and practitioners. Thank you very much for providing us this exciting opportunity to work with you. We warmly welcome you to Salamanca – a truly historic and a contemporary context! Descripción / Resumen (Español / Castellano): El presente volumen está integrado por una recopilación de prácticas e investigaciones internacionales de formación docente centradas en la formación de profesores en la sociedad actual. Se basa en las diversas perspectivas educativas, los procedimientos de enseñanza, conocimiento y contextos sociales. Las secciones de este libro comprenden trabajos de investigación aceptados para su exposición en las XVIII Conferencia Bienal Internacional de Estudios de Profesores y Enseñanza (ISATT) que tendrá lugar del 3 al 7 de julio en Salamanca, España. Alrededor de 300 delegados de 57 países de todo el mundo y un gran Comité Científico de 80 colegas han contribuido académica y...
profesionalmente en favor de este evento. El tema principal de la conferencia es la búsqueda y la investigación. «Buscar» es la acción de mirar cuidadosamente a las personas, objetos y situaciones para encontrar algo escondido o descubrir algo más allá de lo ordinario. Esto es lo que los maestros hacen en sus clases y, sobre todo, la búsqueda representa sus esfuerzos para construir conocimiento profesional como resultado del desarrollo de la práctica cotidiana. La «investigación» es una investigación sistemática que pretende descubrir nuevos conocimientos y/o refutar teorías educativas, un proceso que suelen dar los educadores de profesores y de otros investigadores. El objetivo de esta 18ª conferencia ISA TT es reunir tanto la «búsqueda» como la «investigación», conectando la práctica y la teoría (o praxis) con el propósito de ofrecer soluciones relevantes a los problemas reales de la clase. El proceso editorial siguió tres fases diferenciadas: 1. Requirió el envío de resúmenes con el propósito de que fuesen aceptados para la ser expuestos en la conferencia. Se realizó una revisión doble ciego (o triple) para evaluar si los artículos presentados eran adecuados. Se aceptó una tasa de 87% de los trabajos para su presentación. 2. La segunda fase requirió de los autores en envío en periodo voluntario de un trabajo completo de 3.000 palabras. Un total de 111 trabajos fueron sometidos a un proceso de revisión abierta con el propósito principal de sugerir a los autores formas de mejora. 3. Una tercera fase, aún inconclusa, y por lo tanto fuera del alcance de este libro, fue la revisión y selección de los documentos pendientes, los documentos que se consideraron electos para la publicación posterior al procedimiento (es decir, menos del 15% del total). La intención central de esta obra es contribuir a fomentar el debate académico e informar sobre futuras trayectorias de enseñanza, fortalecer las líneas de investigación en la formación del profesorado y demostrar las oportunidades y limitaciones en nuestro ámbito. Su valor es el de destacar el lugar común en la investigación internacional que sirve para describir cómo el campo de la formación de maestros avanza en una sociedad cada vez más global. En general, los maestros, los educadores de educadores y los investigadores aprendan mediante procesos de comunicación fícas, ya sea en interacciones personales/profesionales o en el uso de tecnologías digitales. Las interacciones conducen a la construcción de comunidades fuertes de estudiantes, que a su vez, conduce a la producción de conocimientos valiosos y mejores sobre el aprendizaje y la enseñanza. Con la próxima conmemoración de su 800 aniversario en el año 2018, la Universidad de Salamanca, como la decana de las españolas, se enorgullece en acoger la XVIII Conferencia Bienal de ISA TT y apoyar el trabajo excepcional de muchos investigadores en el campo del Profesor Educación Investigador, editando la obra. A demás, el Comité Organizador Local y el Comité Ejecutivo de ISA TT esperan que experimente una lectura gratificante como resultado de sus contribuciones y conocimientos, tanto académicos como profesionales. Muchas gracias por brindarnos esta emocionante oportunidad de trabajar con usted. ¡Les damos la bienvenida a Salamanca un contexto verdaderamente histórico y a su vez contemporáneo! The primary challenge of online education is bridging the distance, both geographical and psychological, between student-and-teacher and student-and-student dynamics. In today’s increasingly digitalized world, it is important to enhance the quality of learning and the nature of interactions in distance education formats. The Community of Inquiry Framework in Contemporary Education: Emerging Research and Opportunities is a critical scholarly resource that examines the benefits, challenges, and intricacies of online learning with attention to key concepts, literature, resources, tools, and scenarios. Featuring coverage on a broad range of topics, such as big data research, network communication theory, educational data mining, and digital learning, this book is geared towards researchers, instructors, and higher education administrators seeking current research on the integration of new distance learning technologies. This volume is focused on the teaching and acquisition of language for special, professional or general purposes, as well as the needs and challenges associated with foreign language pedagogy in English for Specific Purposes (ESP) or, more generally, Language for Specific Purposes (LSP). It presents innovative methodology and technology-integrated approaches that will serve to benefit teacher development and assist language practitioners in enhancing student investment and motivation. A pragmatic tool for utilization at the local level, this collection provides an international panorama of language pedagogy that is of great use to both junior and senior researchers. It will also serve as a source of inspiration for future and seasoned language practitioners and in-service teacher educators. As the English language has spread around the globe and the English teaching industry has expanded, so interest in the theory behind the methods of teaching and curiosity regarding innovative classroom techniques have also grown. Recently, advances in technology have had a major impact on the way teachers at all levels work, as has the greater interest in the learner as an individual. This book provides detailed insight into both of these forces. Contemporary English Language Teaching and Research will appeal both to researchers in the field, since it contains a number of new and exciting studies, as well as reflections on the research process itself, and to language teachers, both those practising and those in training, who wish to keep abreast of the latest developments in teaching techniques and understanding of learners. The book provides a snapshot of today’s research environment in the field of teaching and learning English as a foreign language. It brings together work
from established academics and young researchers, with a wide variety of classroom teaching experience, and an equally wide range of perspectives and priorities. This book by-passes both psychology and sociology to present an original social theory centered on seeing mathematical learning by everyone as an intrinsic dimension of how mathematics develops as a field in support of human activity. Here, mathematics is defined by how we collectively talk about it. Drawing on psychoanalytic theory, the student is seen as participating in the renewal of mathematics through their contributions to our collective gaze on mathematics as the field responds to ever new demands. As such learning takes a critical stance on the standard initiations into current practices often promoted by formal education. In the field of mathematics education, researchers have moved from psychology where individual students were seen as following natural paths of development through existing mathematical knowledge, to socio-cultural models predicated on students being initiated into the human world and understood through the reflective gazes this world has of itself, such as those found in comparisons of student learning in different countries. This book addresses the domain, purpose and functioning of contemporary research in mathematics education and is an original contribution to this theme. The book is aimed at a mathematics education research audience. It continues a dialogue with existing publications, seen widely as a cutting edge and will also be of interest to students and practitioners in the fields of qualitative research, social theory and psychology.

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