

Emotions Of Teacher Streb

The Power of the Adolescent Brain Thomas Armstrong 2016-07-12 Moody. Reckless. Impractical. Insecure. Distracted. These are all words commonly used to describe adolescents. But what if we recast these traits in a positive light? Teens possess insight, passion, idealism, sensitivity, and creativity in abundance—all qualities that can make a significant positive contribution to society. In this thought-provoking book, Thomas Armstrong looks at the power and promise of the teenage brain from an empathetic, strength-based perspective—and describes what middle and high school educators can do to make the most of their students' potential. Thoroughly grounded in current neuroscience research, the book explains what we know about how the adolescent brain works and proposes eight essential instructional elements that will help students develop the ability to think, make healthy choices, regulate their emotions, handle social conflict, consolidate their identities, and learn enough about the world to move into adulthood with dignity and grace. Armstrong provides practical strategies and real-life examples from schools that illustrate these eight key practices in action. In addition, you'll find a glossary of brain terms, a selection of brain-friendly lesson plans across the content areas, and a list of resources to support and extend the book's ideas and practices. There is a colossal mismatch between how the adolescent brain has evolved over the millennia and the passive, rote learning experiences that are all too common in today's test-obsessed educational climate. See the amazing difference—in school and beyond—when you use the insights from this book to help students tap into the power of their changing brains.

Emotions at School Reinhard Pekrun 2017-08-14 For more than a decade, there has been growing interest in the role of emotions in academic settings. Written by leading experts on learning and instruction, *Emotions at School* focuses on the connections between educational research and emotion science, bringing the subject to a wider audience. With chapters on how emotions develop and work, evidence-based recommendations about how to foster adaptive emotions, and clear explanations of key concepts and ideas, this concise volume is designed for any education course that includes emotions in the curriculum. It will be indispensable for student researchers and both pre- and in-service teachers alike.

Finding Balance Gigi Berardi 2013-01-11 *Finding Balance: Fitness, Health, and Training for a Lifetime in Dance* gives an overview of issues faced by all performing dancers: injury and treatment; technique and training; fitness; nutrition and diet; and career management. The text includes both easy-to-read overviews of each topic and "profiles" of well known dancers and how they have coped with these issues. The new edition includes: Updated and new profiles. Expanded injury and injury treatment information. Updated dance science and physiology findings, and new references. Updated diet guidelines, Expanded and updated "Taking Control" section. It concludes with a list of selected dance/arts medicine clinics, a bibliography, glossary, and text notes.

The Oxford Handbook of Dance and Theater Nadine George-Graves 2015-07-13 *The Oxford Handbook of Dance and Theater* collects a critical mass of border-crossing scholarship on the intersections of dance and theatre. Taking corporeality as an idea that unites the work of dance and theater scholars and artists, and embodiment as a negotiation of power dynamics with important stakes, these essays focus on the politics and poetics of the moving body in performance both on and off stage. Contemporary stage performances have sparked global interest in new experiments between dance and theater, and this volume situates this interest in its historical context by extensively investigating other such moments: from pagan mimes of late antiquity to early modern archives to Bolshevik Russia to post-Sandinista Nicaragua to Chinese opera on the international stage, to contemporary flash mobs and television dance contests. Ideologically, the essays investigate critical race theory, affect theory, cognitive science, historiography, dance dramaturgy, spatiality, gender, somatics, ritual, and biopolitics among other modes of inquiry. In terms of aesthetics, they examine many genres such as musical theater, contemporary dance, improvisation, experimental theater, television, African total theater, modern dance, new Indian dance theater aesthetics, philanthroproductions, Butoh, carnival, equestrian performance, tanztheater, Korean Talchum, Nazi

Movement Choirs, Lindy Hop, Bomba, Caroline Masques, political demonstrations, and Hip Hop. The volume includes innovative essays from both young and seasoned scholars and scholar/practitioners who are working at the cutting edges of their fields. The handbook brings together essays that offer new insight into well-studied areas, challenge current knowledge, attend to neglected practices or moments in time, and that identify emergent themes. The overall result is a better understanding of the roles of dance and theater in the performative production of meaning.

Sociological Understandings of Teachers' Emotions: A Short Introduction, Critical Review, and the Way Forward Kwok Kuen Tsang 2014-10 Teachers' emotions have been issues drawing the attentions of educational scientists. Since teachers' emotions has been regarded as a psychological phenomenon, the educational scientists explain how teachers feel and how their feelings affect educational process with psychological theories. However, more and more educational scientists note that teachers' emotions are socially constructed and the social construction of teachers' emotions is not explained by the psychological theories. As a result, they switch their theoretical perspectives from psychology to sociology. In the literature, the sociological theories they have employed include the labor process theory, theory of bureaucracy, emotional labor theory, post-structuralism, theory of emotional geographies, and identity theory. Nevertheless, each of the theories has some limitations. Therefore, the goals of this book is to (1) introduce and review the sociological theories which are applied to explain teachers' emotions critically and (2) propose a sociological framework and research agenda for further studies based on the critically review.

Being an Art-teacher Michal Frenzel 2001

Handbook of Professional Development in Education Linda E. Martin 2015-10-13 This comprehensive handbook synthesizes the best current knowledge on teacher professional development (PD) and addresses practical issues in implementation. Leading authorities describe innovative practices that are being used in schools, emphasizing the value of PD that is instructive, reflective, active, collaborative, and substantive. Strategies for creating, measuring, and sustaining successful programs are presented. The book explores the relationship of PD to adult learning theory, school leadership, district and state policy, the growth of professional learning communities, and the Common Core State Standards. Each chapter concludes with thought-provoking discussion questions. The appendix provides eight illuminating case studies of PD initiatives in diverse schools.

Teachers' Emotions in a Context of Reforms Klaas van Veen 2003

Self-Determination Theory Richard M. Ryan 2018-11-06 "Among the most influential models in contemporary behavioral science, self-determination theory (SDT) offers a broad framework for understanding the factors that promote human motivation and psychological flourishing. In this authoritative work, SDT cofounders Richard M. Ryan and Edward L. Deci systematically review the theory's conceptual underpinnings, empirical evidence base, and practical applications across the lifespan. Ryan and Deci demonstrate that supporting people's basic needs for competence, relatedness, and autonomy is critically important for virtually all aspects of individual and societal functioning."--Jacket.

Feeling Power Megan Boler 2004-11-23 First published in 1999. Routledge is an imprint of Taylor & Francis, an informa company.

Digital Didactical Designs Isa Jahnke 2015-08-14 As web-enabled mobile technologies become increasingly integrated into formal learning environments, the fields of education and ICT (information and communication technology) are merging to create a new kind of classroom: CrossActionSpaces. Grounding its exploration of these co-located communication spaces in global empirical research, *Digital Didactical Designs* facilitates the development of teachers into collaborative designers and evaluators of technology-driven teaching and learning experiences—learning through reflective making. The Digital Didactical Design model promotes deep learning expeditions with a framework that encourages teachers and researchers to study, explore, and analyze the applied designs-in-practice. The book presents critical views of contemporary education, theories of socio-technical systems and behavior patterns, and concludes with a

look into the conceptual and practical prototypes that might emerge in schools and universities in the near future.

The Selected Letters of John Cage John Cage 2016-03-15 This selection of over five hundred letters gives us the life of John Cage with all the intelligence, wit, and inventiveness that made him such an important and groundbreaking composer and performer. The missives range from lengthy reports of his early trips to Europe in the 1930s through his years with the dancer Merce Cunningham, and shed new light on his growing eminence as an iconic performance artist of the American avant-garde. Cage's joie de vivre resounds in these letters—fully annotated throughout—in every phase of his career, and includes correspondence with Peter Yates, David Tudor, and Pierre Boulez, among others. Above all, they reveal his passionate interest in people, ideas, and the arts. The voice is one we recognize from his writings: singular, profound, irreverent, and funny. Not only will readers take pleasure in Cage's correspondence with and commentary about the people and events of a momentous and transformative time in the arts, they will also share in his meditations on the very nature of art. A deep pleasure to read, this volume presents an extraordinary portrait of a complex, brilliant man who challenged and changed the artistic currents of the twentieth century.

Research for What? Barbara E. Moely 2010-11-01 Research on service-learning and community engagement has exploded over the past decade. It is a field now characterized by increasing methodological and theoretical sophistication, vast quantitative and qualitative studies, interdisciplinary research, myriad subjects, and the internationalization of scholarship. The papers in this volume were selected from nearly 100 presentations made at the 2009 annual conference of the International Association for Research on Service Learning and Community Engagement held in Ottawa, Canada's national capital. The conference theme, Research for What? emphasized fundamental questions, namely: to what extent is rigorous research uncovering best practices in, and demonstrating the positive results of, service-learning on teaching, learning and building better communities? The papers examine such themes through lenses that include the application of theory to practice, K-12 and university-based service-learning, interdisciplinary initiatives, and international service-learning. The introduction provides an overview of the very recent, but remarkable, growth of service-learning in Canada, and the conclusion, written by the recipient of the Association's annual Distinguished Researcher Award, discusses major developments, and continuing challenges, in service-learning research.

Emotions in Learning, Teaching, and Leadership Junjun Chen 2020-12-29 Emotions are at the core of the educational enterprise but their role is mostly left unexamined. This book explores the role of emotions across students, teachers and school leaders. It showcases current theoretical and empirical research on emotions in educational settings conducted in the Asian context. The book consists of three parts, namely, emotions in learning, emotions in teaching and emotions in leadership. These chapters cover different levels from students (e.g., school, university), to teachers (e.g., pre-service, in-service) and to school leaders (e.g., middle-level teachers, principals). Samples are recruited from a wide range of Asian contexts (e.g., Hong Kong SAR, Macau SAR, Mainland China, Singapore and the Philippines). Collectively, the authors use a variety of methods ranging from quantitative to qualitative approaches and demonstrate innovative theoretical work that pushes the boundaries of emotions research forward.

The role of teachers' emotions in students' outcomes: from the perspective of interpersonal emotions Xiyang Li 2023-01-05

The Heart and Science of Teaching Bobbi C. Hansen 2019-01-11 Blending the latest research in education, neuroscience, and cognitive psychology, this resource will help K-12 teachers create emotionally supportive classroom environments. Sections ground teachers in three interlocking aspects of instruction: The Heart of Teaching: Social-Emotional Learning (SEL); The Science of Teaching: Evidence-Based Instructional Practices; and 21st-Century Classroom Applications: Project-Based Learning and Digital Technologies.

Becoming a Globally Competent Teacher Ariel Tichnor-Wagner 2019-07-24 Teachers today must prepare students for an increasingly complex, interconnected, and interdependent world. Being a globally competent teacher requires embracing a mindset that translates personal global competence into professional classroom practice. It is a vision of equitable teaching and learning that enables students to

thrive in an ever-changing world. This thought-provoking book introduces a proven self-reflection tool to help educators of all grade levels and content areas develop 12 elements of such teaching. The book is divided into three sections: dispositions, knowledge, and skills. Each chapter is devoted to an element of globally competent teaching and includes a description of that element, tips for implementation delineated by developmental levels, and links to additional resources for continuing the journey. Examples of globally competent teaching practices include - Empathy and valuing multiple perspectives. - A commitment to promoting equity worldwide. - An understanding of global conditions and current events. - The ability to engage in intercultural communication. - A classroom environment that values diversity and global engagement. Throughout, you'll also find examples of these practices at work from real teachers in real schools. No matter what your experience with global teaching, the information in this book will help you further develop your practice as a global educator—a teacher who prepares students not only for academic success but also for a life in which they are active participants in their own communities and the wider world.

The Emotions of Educational Change Zofia Daphne Janina Maria Symeonides 2017-01-26 This dissertation, "The Emotions of Educational Change: Teachers' Voices" by Zofia Daphne Janina Maria, Symeonides, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. Abstract: The present study aims to investigate the effect of emotions on teachers' ability to cope with educational change and what factors help or hinder their ability to change their practice. Using an ethnomethodological approach, how one group of Hong Kong Secondary English teachers were able to make sense of the first School Based Assessment (SBA) initiative, part of the greater Hong Kong educational reform project, and apply it to their daily teaching practice is explored. The group of teachers is comprised of five Form Four teachers including the researcher. Being a participant-member, the researcher was able to have total access to the study environment and close daily contact with the other participants in the study. Interview data was taken at three intervals, one at the end of the first year of the initial implementation, another upon the completion of the first SBA cohort and then again at the end of the first Hong Kong Diploma of Secondary Education (HKDSE) at which point the original form of the SBA had been conducted six times. Findings show that teachers' emotions play a very important role in their working lives and are often sublimated to be able to cope with the competing and sometimes conflicting demands of school and society. This emotional management is very difficult to maintain and teachers must find creative ways of coping to lessen its effects, in particular, by a form of emotional banking in which teachers tap into good teaching memories to alleviate feelings of being overwhelmed or inadequate in the face of change. Other findings demonstrate that teachers' ability to change their practice was greatly restricted by systemic factors beyond their control. While the largescale reform effort seeks to transform Hong Kong's education system to be more 'flexible, diversified and integrated' and increase teachers' professionalism, the reality is that society clings to the belief that only the high-stakes examinations have value. This factor, coupled with an overloaded administrative workload has made real teacher development and growth in professional practice virtually nonexistent. DOI: 10.5353/th_b5055904 Subjects: High school teachers - China - Hong Kong - Psychology Educational change

Global Perspectives on Issues and Solutions in Urban Education Petra A. Robinson 2019-03-01 In 2014, The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education (ICUE) in Montego Bay, Jamaica. In 2016, the second hosting of the conference took place in San Juan, Puerto Rico. Additionally, in 2018, the third hosting of the conference took place in Nassau, Bahamas. These solution-focused conferences brought together students, teachers, scholars, public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education. With ICUE's inspiration, this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments (e.g., family and community engagement, student academic achievement, teacher preparation and professional

development, targeted instructional and disciplinary interventions, opportunity gaps, culturally-relevant and sustaining practices, etc.). Additionally, with this book, we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions. This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design, development, and delivery; teacher preparation and teaching diverse populations; career readiness and employment; and even more nuanced issues related to foster care, undocumented students and mental health, sustainable consumption, childhood marriage, food deserts, and marine life and urban communities. *Resilience Interventions for Youth in Diverse Populations* Sandra Prince-Embury 2014-05-09 Our uncertain times are hard enough for adults to navigate. For all too many young people—even many who appear to possess good coping skills—the challenges may seem overwhelming. More and more, resilience stands as an integral component in prevention programs geared to children and adolescents, whether at risk or not. *Resilience Interventions for Youth in Diverse Populations* details successful programs used with children and teens in a wide range of circumstances and conditions, both clinical and non-clinical. New strength-based models clarify the core aspects of resilience and translate them into positive social, health, educational, and emotional outcomes. Program descriptions and case examples cover diverse groups from homeless preschoolers to transgender youth to children with autism spectrum disorders, while interventions are carried out in settings as varied as the classroom and the clinic, the parent group and the playground. This unique collection of studies moves the field toward more consistent and developmentally appropriate application of the science of resilience building. Among the empirically supported programs featured: Promoting resilience in the foster care system. Developing social competence through a resilience model. Building resilience in young children the Sesame Street way. School-based intervention for resilience in ADHD. Girls Leading Outward: promoting resilience in at-risk middle school girls. Resiliency in youth who have been exposed to violence. *Resilience Interventions for Youth in Diverse Populations* is an essential resource for researchers, professionals/practitioners, and graduate students in clinical child and school psychology, social work, educational psychology, child and adolescent psychiatry, developmental psychology, and pediatrics.

Student-Centered Pedagogy and Course Transformation at Scale Chantal Levesque-Bristol 2023-07-03 In response to national concerns a decade ago, driven by research that showed that higher education was making little impact on students' development of broad competencies and critical thinking, the provost and president of Purdue University, a research university, instituted a program whose goals were to build on the accumulated knowledge on effective teaching to facilitate student learning, improve outcomes, and change the institutional culture around teaching and learning - objectives to which many institutions aspire, but which few consistently attain, or attain at scale. This book describes the development of Purdue's IMPACT program (Instruction Matters: Purdue Academic Course Transformation), from its tentative beginning, when it struggled to recruit 35 faculty fellows, to the present, when 350 have been enrolled and the university has more applications than it can currently handle. Overall, more than 600 courses have been impacted, many of which have seen significantly reduced DFW rates. Chantal Levesque-Bristol, whose Center for Instructional Excellence is part of an institutional team that comprises the Provost's Office, Teaching and Learning Technologies Unit, Institutional Assessment, the Purdue University Library and School of Information Studies, and the Evaluation and Learning Research Center, describes the evolution of IMPACT, lessons learned, and the central tenets that have led to its success. The purpose of this book is not only to describe the program, but also to highlight the importance and implications of the underlying motivational theoretical framework guiding the initiative. Having started as a course redesign program that faltered in achieving its objectives, the breakthrough came with the introduction of the fundamental motivational principles of self-determination theory (SDT) followed by the applications of these principles to the research in higher education leadership and pedagogy. Giving faculty fellows the autonomy to build on their disciplinary expertise, pursue their interests and predilections, within a guided framework, and leveraging interactions with colleagues through FLCs, stimulated faculty fellows' motivation and creativity. This book describes the core and structure of the IMPACT program, presents details of faculty learning curriculum, explains how the focus on SDT principles shaped the program's

evolution and transformation from a course redesign to a professional faculty development program, and covers the considerations behind the formation of faculty fellow IMPACT teams. A concluding chapter addresses how the IMPACT program, having helped faculty pivot to emergency remote teaching when the campus closed owing to the COVID-19 pandemic, is being modified so it can be successfully sustained online if circumstances require, or as a means to expand its reach in the future. While the principles behind this initiative will be of compelling interest to its primary audience of faculty developers, several chapters will have appeal to instructors and administrators.

A Study of the Professional Jealousy Among Teachers Kiran Dammani 2019-08-26 Academic Paper from the year 2019 in the subject Psychology - Personality Psychology, language: English, abstract: In the present research study an attempt was made to understand the psychology of professional jealousy among the teachers. Jealousy is an emotion and typically refers to the negative thoughts and feelings of insecurity, fear, and anxiety over an anticipated loss of something that the person values, such as a relationship, friendship, or love. Research has identified a number of factors associated with jealousy. Although both women and men experience jealousy, there are differences in the ways they experience and react to it. Main objectives of the study were 1) To find out the teachers who have professional Jealousy. 2) To find out the situations that generates the professional Jealousy. 3) To find out the causes of Jealousy. 4) To enlist the Symptoms of Jealous behavior of colleague. Covert Participant observation method was used for the study. Jealousy was found to be more in the teachers who are ambitious, struggling high to achieve worthy position. Having average or below average level academic performance. Main causes of jealousy were found in the organization: When someone they hate succeeded, managed to get something and they thought that he didn't deserve it, achieved something that that had always wanted to achieve but didn't manage to get it. Lack of self confidence, Poor Self Concept, Fear Insecurity are the possible root causes for jealousy. The symptoms that indicates that colleague is jealous of you are: they avoid you, they spread rumours about you, they avoid making eye contact with you, not acknowledging your presence, not invited to social events. They don't ever include you in their office humours. Envy is a universal trait. However, if left unchecked in the workplace, it leads to problems..

Education, Space and Urban Planning Angela Million 2016-07-26 This book examines a range of practical developments that are happening in education as conducted in urban settings across different scales. It contains insights that draw upon the fields of urban planning/urbanism, geography, architecture, education and pedagogy. It brings together current thinking and practical experience from German and international perspectives. This discussion is organised in four segments: schools and the neighbourhood; education and the neighbourhood; education and the city and finally, education and the region. Contributors cover a wide range of contemporary and significant socio-political aspects of education over the last decade. They reinforce emergent thinking that space and its urban context are important dimensions of education. This book also underscores the need for more research in the relationships between education and urban development itself. Current urban planning does not fully connect our understanding in education with what we know in the spatial and planning sciences. Accordingly, this release is an early attempt to bring together a growing body of integrated and interdisciplinary reflection on education theory and practice.

Religion, Terror and Violence Bryan Rennie 2023-05-09 September 11 and the subsequent War on Terror continues to cast a long shadow over the world. *Religion, Terror and Violence* brings together a group of distinguished scholars from a range of backgrounds and disciplines to explore the claim that acts of violence - most spectacularly the attack of September 11, 2001 and the international reaction to it - were intimately linked to cultural and social authorizing processes that could be called 'religious.' This book provides a nuanced but incisive insight into the reaction of the discipline of religious studies to the post 9/11 world.

Emotions School Specialty Publishing 1999

Understanding Schooling Through the Eyes of Students Joseph F. Murphy 2016-05-05 Peer through the eyes of students. See school their way. When we act on what students show us, valued outcomes follow. Students know what engages and bores them and can offer dynamic insight into how to pique their best. When we know how to listen, we can increase interest, motivation, and achievement. This book shows readers how to tap into this student insight and adjust thinking to see learning through their eyes.

Experience new levels of engagement and growth as you learn to: Build a culture of support, safety, and membership through academic excellence Nurture the growth of engaged teaching

Bibliographic Guide to Education 1987

Advances in Teacher Emotion Research Paul A. Schutz 2010-11-12 Some reports estimate that nearly 50% of teachers entering the profession leave within the first five years (Alliance for Excellent Education 2004; Ingersoll, 2003; Quality Counts 2000). One explanation of why teachers leave the profession so early in their career might be related to the emotional nature of the teaching profession. For example, teaching is an occupation that involves considerable emotional labor. Emotional labor involves the effort, planning, and control teachers need to express organizationally desired emotions during interpersonal transactions. As such, emotional labor has been associated with job dissatisfaction, health symptoms and emotional exhaustion, which are key components of burnout and related to teachers who drop out of the profession. Research into emotional labor in teaching and other aspects of teachers' emotions is becoming increasingly important not only because of the growing number of teachers leaving the profession, but also because unpleasant classroom emotions have considerable implications for student learning, school climate and the quality of education in general. Using a variety of different methodological and theoretical approaches, the authors in this edited volume, *Advances in Teacher Emotion Research: The Impact on Teachers' Lives*, provide a systematic overview that enriches our understanding of the role of emotions in teachers' professional lives and work. More specifically, the authors discuss inquiry related to teachers' emotions in educational reform, teacher identity, student involvement, race/class/gender issues, school administration and inspection, emotional labor, teacher burnout and several other related issues. This volume, then, represents the accumulation of different epistemological and theoretical positions related to inquiry on teachers' emotions, acknowledging that emotions are core components of teachers' lives. *Advances in Teacher Emotion Research* takes an eclectic look at teacher emotions, presenting current research from diverse perspectives, thereby making this volume a significant contribution to the field.

Developing Quality Care for Young Children Nettie Becker 2009 By examining high-quality early care within a real-life setting, this resource illustrates how to build a successful program, handle the inevitable challenges, and achieve and sustain positive results. --from publisher description.

The Wiley Handbook of Family, School, and Community Relationships in Education Steven B. Sheldon 2018-12-14 A comprehensive collection of essays from leading experts on family and community engagement The Wiley Handbook of Family, School, and Community Relationships in Education brings together in one comprehensive volume a collection of writings from leading scholars on family and community engagement to provide an authoritative overview of the field. The expert contributors identify the contemporary and future issues related to the intersection of students' families, schools, and their communities. The Handbook's chapters are organized to cover the topic from a wide-range of perspectives and vantage points including families, practitioners, policymakers, advocates, as well as researchers. In addition, the Handbook contains writings from several international researchers acknowledging that school, family, and community partnerships is a vital topic for researchers and policymakers worldwide. The contributors explore the essential issues related to the policies and sociopolitical concerns, curriculum and practice, leadership, and the role of families and advocates. This vital resource: Contains a diverse range of topics related to the field Includes information on current research as well as the historical origins Projects the breadth and depth of the field into the future Fills a void in the current literature Offers contributions from leading scholars on family and community engagement Written for faculty and graduate students in education, psychology, and sociology, *The Wiley Handbook of Family, School, and Community Relationships in Education* is a comprehensive and authoritative guide to family and community engagement with schools.

Effective Teaching Around the World Ridwan Maulana 2023-06-27 This open access book brings together theoretical, empirical, methodological, and practical insights from various countries on effective teaching. It particularly focuses on discussing issues pertaining to effective teaching behaviour including definitions and conceptualizations, measurement, differences, and importance to student outcomes from international perspectives. The book will draw upon the rich cultures with diverse contexts involving Asia, Australia, Africa, America, and Europe which serve as the background setting to better understand teaching quality

from a wide spectrum of educational systems and performances. It shows that effective teaching behaviour can be conceptualized and operationalized uniformly using specific frameworks and measures, but also addresses some limitations that should be tackled. The book discusses promising ways to measure and compare effective teaching behaviour from classical test theory (CTT) as well as item response theory (IRT) perspectives. It indicates that effective teaching behaviour in diverse countries follows a systematic level of complexity, which provides an avenue for ongoing teacher education and teacher professional development. It discusses the interrelated domains of effective teaching behaviour including contemporary trends of differentiation. The book continues with examining similarities and differences in effective teaching behaviour across countries. It builds on the understanding of cultural traditions across countries as profoundly reflected in the classroom processes.

Teacher Emotions Matter: Nature, Antecedents, and Effects Junjun Chen 2021-01-05

Resources in Education 1990-10

Community Engagement Program Implementation and Teacher Preparation for 21st Century Education Crosby, Cathryn 2016-08-26 Education in the 21st century has been tasked with preparing students to begin the journey towards a place in their communities in which they feel fulfilled and autonomous. Service learning is one way to introduce students to careers and knowledge that will prepare them for a successful life. *Community Engagement Program Implementation and Teacher Preparation for 21st Century Education* examines the many ways in which community engagement is carried out in all educational settings, from K-12 to higher education. This publication is unique in its mission to examine these topics from a holistic perspective. From online education to volunteer organizations, this book gives educators, administrators, community volunteers, and students a window into the successful deployment of such programs to prepare students for a global society.

The Oxford Handbook of Happiness Susan A. David 2014 A text for researchers and practitioners interested in human happiness. Its editors and chapter contributors are world leaders in the investigation of happiness across the fields of psychology, education, philosophy, social policy and economics.

My Teacher Has Feelings Too Adam Peterson 2014-01-21 Find out what happens to a teacher's mood as different things happen throughout the school day. Follow along with one little girl as she realizes her teacher has feelings too and they aren't so different from hers.

Academic Freedom at the Dawn of a New Century Evan Gerstmann 2006 This is a provocative examination of the current state of academic freedom in the United States and around the world.

Embedding Service Learning in European Higher Education Pilar Aramburuzabala 2019-05-07 Service learning brings together students, academics and the community whereby all become teaching resources, problem solvers and partners. In addition to enhancing academic and real-world learning, the overall purpose of service learning is to instil in students a sense of civic engagement and responsibility and work towards positive social change within society. *Embedding Service Learning in European Higher Education* promotes service learning as a pedagogical approach that develops civic engagement within higher education. It both describes and assesses the most recent developments and contextual positioning of service learning in European higher education and considers if and how the pedagogy is responding to European Union policy and the strategy of higher education institutions and towards engagement with broader societal issues. With case studies from 12 universities across Europe, this book draws on existing practice, shares knowledge and develops best practice to provide conceptual and practical tools for teaching, researching and practising service learning. This book: exposes service learning as a key approach in terms of embedding a culture of political and civic literacy within higher education; considers service learning in Europe, an area of growing research in service learning practice; explores the issue of university social responsibility; presents chapters from leaders in the service learning movement at a national and international level. Practical and engaging, *Embedding Service Learning in European Higher Education* is a fascinating read for anyone working in service learning as well as those working at universities with an interest in social and civic engagement and institutional reform.

Handbook of Positive Psychology in Schools Kelly-Ann Allen 2022-02-24 The Handbook of Positive Psychology in Schools offers the most current and comprehensive insights into how positive psychology principles provide a framework for young people to become active agents in their own learning. The third

edition of this groundbreaking volume assembles the latest global research identifying fundamental assets—hope, optimism, gratitude, self-efficacy, emotional regulation, among others—that support students' learning and well-being. Chapters examining social-ecological perspectives on classroom quality and school climate provide best practice guidance on schoolwide policies and practices. These 35 new chapters explore positive psychology's ongoing influence and advances on prevention, intervention, and assessment practices in schools.

The Women Who Made New York Julie Scelfo 2016-11-15 Read any history of New York City and you will read about men. You will read about men who were political leaders and men who were activists and cultural tastemakers. These men have been lauded for generations for creating the most exciting and influential city in the world. But that's not the whole story. The Women Who Made New York reveals the untold stories of the phenomenal women who made New York City the cultural epicenter of the world. Many were revolutionaries and activists, like Zora Neale Hurston and Audre Lorde. Others were icons and iconoclasts, like Fran Lebowitz and Grace Jones. There were also women who led quieter private lives but were just as influential, such as Emily Warren Roebling, who completed the construction of the Brooklyn Bridge when her engineer husband became too ill to work. Paired with striking, contemporary illustrations by artist Hallie Heald, *The Women Who Made New York* offers a visual sensation—one that reinvigorates not just New York City's history but its very identity.

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