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This book presents an assortment of teaching and assessment strategies appropriate for 21st century learners, based on the author's 25 years of teaching experience in private and state school institutions in the Philippines. It highlights the outcomes-based assessment of learning; the curriculum basics for arts-based teaching; learning activities based on the integrated arts for an effective instructional process; and examples in the teaching of critical thinking, communication,

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collaboration, and creativity, known as the Four Cs. While the monograph focuses on the author's local context, a plethora of citations provides clear connections that address learner diversity in recent global education contexts. The text is a useful guide for students who want to pursue a degree in teaching, as well as novice and expert teachers, university professors, and advocates for teaching and learning.

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Characteristics of an Effective Teacher includes 25 new essays written by college students about their favorite K-12 teacher. These heartwarming essays are additional true stores of outstanding teachers who helped students deal with a variety of personal, emotional, social, and academic concerns such as: sexual identity, bullying, ADHD, dyslexia, hearing impairment, losing a parent due to cancer, and helping students with physical appearance needs such as; arranging for a student to get her hair done in order to sing at Carnegie Hall. This 3rd edition also

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Parita P. Bilbao Brenda B includes additional stories of great teachers who used unique teaching techniques in order to educate the children in their classroom. After years of listening to students speak about their favorite and most memorable teacher, and after years of reading students' essays of teachers who made the most significant impact on their lives, the author's qualitative research has discovered 12 characteristics of an effective teacher.

I Know an Artist is a collection of 84 illustrated portraits that reveal the fascinating connections

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Between the world's most famous artists. Whether through teaching, as in the case of Paul Klee and Anni Albers; a mutual muse, as seen in the flowers of Georgia O'Keeffe and Takashi Murakami; or an inspirational romantic coupling like that of Lee Krasner and Jackson Pollock. In telling the stories of these creatives lives and achievements - each extraordinary and oftentimes ground-breaking - Susie Hodge exposes the fascinating web of connections that have fostered some of the world's art masterpieces. Some connections are well-known,

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whereas others span both time and place, linking pioneers in art in fascinating and unexpected ways. Illustrated in colourful tribute to each artists' unique style, I Know An Artist is an illuminating and celebratory account of some of the art world's most compelling visionaries.

Explore the seven most important trends in curriculum today and learn how to plan for 21st century school curriculums. Experts in all the major content areas bring you up-to-date on the effect of national curriculum standards.

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Science, engineering, and technology permeate nearly every facet of modern life and hold the key to solving many of humanity's most pressing current and future challenges. The United States' position in the global economy is declining, in part because U.S. workers lack fundamental knowledge in these fields. To address the critical issues of U.S. competitiveness and to better prepare the workforce, A Framework for K-12 Science Education proposes a new approach to K-12 science education that will capture students' interest and provide them

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with the necessary foundational knowledge in the field. A Framework for K-12 Science Education outlines a broad set of expectations for students in science and engineering in grades K-12. These expectations will inform the development of new standards for K-12 science education and, subsequently, revisions to curriculum, instruction, assessment, and professional development for educators. This book identifies three dimensions that convey the core ideas and practices around which science and engineering education in these grades should be built. These three

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dimensions are: crosscutting concepts that unify the study of science through their common application across science and engineering; scientific and engineering practices; and disciplinary core ideas in the physical sciences, life sciences, and earth and space sciences and for engineering, technology, and the applications of science. The overarching goal is for all high school graduates to have sufficient knowledge of science and engineering to engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the

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careers of their choice. A Framework for K-12 Science Education is the first step in a process that can inform state-level decisions and achieve a research-grounded basis for improving science instruction and learning across the country. The book will guide standards developers, teachers, curriculum designers, assessment developers, state and district science administrators, and educators who teach science in informal environments.

This volume focuses on and exemplifies how ethnography--a research tool devoted to looking at human

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interaction as a cultural process rather than individual psychology--can shed light on educational processes framed by the complex, internationalized societies in which we live today. Part I offers theoretical chapters about ethnography and examples of innovative ethnography from particular perspectives. In Part II, the emphasis is on the application of ethnographic approaches to educational settings. Each contribution not only takes the reader on a thoughtful and enlightening journey, but raises issues that are important to both educators and ethnographers, including

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the relationship of researcher to subject, the meaning of "participant" in participant observation, and ways to give voice to disenfranchised players, and on the complex ways in which all parties experience identities such as "race" in the modern world.

Innovations in Educational Ethnography: Theory, Methods, and Results is a product of both continuity and change. It presents current writings from mentors in the field of ethnography and education, as well of the work of their students, and of educators engaged in cultural studies of their work. In many ways

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it provides fresh, new vistas on the old questions that have always guided ethnographic research, and can be used as a survey both of what ethnography has been and what it is becoming. This book is the work of many hands, and provides excellent examples of trends in both basic and applied ethnography of education. These two kinds of work augment and reinforce each other, and also represent important current research directions--in-depth reflection on the process of ethnography itself, and an application of its insights to teaching and learning in schools, universities, and

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communities. No one philosophy guides the contributions to this volume, nor were they chosen as exemplary of a particular approach, yet foundational understandings and principles of ethnography shine through the work, in both predictable and unexpected ways.

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