

Making Sense Of Education An Introduction To The Philosophy And Theory Of Education And Teaching

In *Making Sense of Math*, Cathy L. Seeley, former president of the National Council of Teachers of Mathematics, shares her insight into how to turn your students into flexible mathematical thinkers and problem solvers. This practical volume concentrates on the following areas: * Making sense of math by fostering habits of mind that help students analyze, understand, and adapt to problems when they encounter them. * Addressing the mathematical building blocks necessary to include in effective math instruction. * Turning teaching “upside down” by shifting how we teach, focusing on discussion and analysis as much as we focus on correct answers. * Garnering support for the changes you want to make from colleagues and administrators. Learn how to make math meaningful for your students and prepare them for a lifetime of mathematical fluency and problem solving.

Making Sense of the Future integrates the latest thinking in Future Studies with the author’s expertise in world history, economics, interdisciplinary studies, knowledge organization, and political activism. The book takes a systems approach that recognizes the complexity of our world. It begins by suggesting a set of goals for human societies and identifying innovative strategies for achieving these goals that could gain broad support. Each chapter begins with a “How to” section that discusses how we can identify goals, strategies, trends, surprises, or implementation strategies and concludes with an integrative analysis that draws connections across the preceding discussions. Taking a cross-disciplinary approach, Szostak explores key trends and how these interact so that he can develop strategies to guide trends towards desirable futures. He discusses the ways in which we can best prepare for surprises such as epidemics and natural disasters, enabling us to react to them in beneficial ways. Supported by a list of guiding questions and suggestions for class projects, this is an accessible textbook for students of Future Studies and Future Studies courses.

Making Sense of Social Research Methodology: A Student and Practitioner Centered Approach introduces students to research methods by illuminating the underlying assumptions of social science inquiry. Authors Pengfei Zhao, Karen Ross, Peiwei Li, and Barbara Dennis show how research concepts are often an integral part of everyday life through illustrative common scenarios, like looking for a recipe or going on a job interview. The authors extrapolate from these personal but ubiquitous experiences to further explain concepts, like gathering data or social context, so students develop a deeper understanding of research and its applications outside of the classroom. Students from across the social sciences can take this new understanding into their own research, their professional lives, and their personal lives with a new sense of relevancy and urgency. This text is organized into clusters that center on major topics in social science research. The first cluster introduces concepts that are fundamental to all aspects and steps of the research process. These concepts include relationality, identity, ethics, epistemology, validity, and the sociopolitical context within which research occurs. The second and third clusters focus on data and inference. These clusters engage concretely with steps of the research process, including decisions about designing research, generating data, making inferences. Throughout the chapters, Pause and Reflect open-ended questions provide readers with the space for further inquiry into research concepts and how they apply to life. Research Scenario features in each chapter offer new perspectives on major research topics from leading and emerging voices in methods. Moving from this dialogic perspective to more actionable advice, You and Research features offer students concrete steps for engaging with research. Take your research into the world with *Making Sense of Social Research Methodology: A Student and Practitioner Centered Approach*.

This textbook brings together findings from global research on teaching and learning, with an emphasis on secondary and higher education. The book is unique in that the content is selected in an original way and its presentation reflects the most recent research evidence related to understanding. The book covers and presents themes that are based tightly on worldwide research evidence, scrupulously avoiding opinion or any dependence on the personal experience of the authors. The book starts by reflecting on educational research itself. The four chapters that follow relate the story of the research that shows how all humans learn and the variations within that framework. These chapters offer a tight framework that underpins much of the rest of the text. The next four chapters look at the way school curricula are organised and how the performance of learners can be assessed. They summarise the research evidence related to thinking skills and consider the importance of practical teaching. This is followed by two chapters that draw from the extensive social psychology research on attitude development as it applies in education, and then by two chapters that summarise the research related to major issues of controversy: the performativity agenda and the issue of quality. One chapter looks at the place of statistics in education. The next two chapters look at the evidence that can support or undermine many typical education beliefs, or myths and mirages. Finally, the last chapter brings it all together and looks into the future, pointing to some areas where future research is likely to be helpful, based on current knowledge.

Why is it that some ways of using English are considered "good" and others are considered "bad"? Why are certain forms of language termed elegant, eloquent or refined, whereas others are deemed uneducated, coarse, or inappropriate? *Making Sense of "Bad English"* is an accessible introduction to attitudes and ideologies towards the use of English in different settings around the world. Outlining how perceptions about what constitutes "good" and "bad" English have been shaped, this book shows how these principles are based on social factors rather than linguistic issues and highlights some of the real-life consequences of these perceptions. Features include: an overview of attitudes towards English and how they came about, as well as real-life consequences and benefits of using "bad" English; explicit links between different English language systems, including child’s English, English as a lingua franca, African American English, Singlish, and New Delhi English; examples taken from classic names in the field of sociolinguistics, including Labov, Trudgill, Baugh, and Lambert, as well as rising stars and more recent cutting-edge research; links to relevant social parallels, including cultural outputs such as holiday myths, to help readers engage in a new way with the notion of Standard English; supporting online material for students which features worksheets, links to audio and news files, further examples and discussion questions, and background on key issues from the book. *Making Sense of "Bad English"* provides an engaging and thought-provoking overview of this topic and is essential reading for any student studying sociolinguistics within a global setting. When children begin secondary school they already have knowledge and ideas about many aspects of the natural world from their experiences both in primary classes and outside school. These ideas, right or wrong, form the basis of all they subsequently learn. Research has shown that teaching is unlikely to be effective unless it takes into account the position from which the learner starts. *Making Sense of Secondary Science* provides a concise and accessible summary of the research that has been done internationally in this area. The research findings are

arranged in three main sections: * life and living processes * materials and their properties * physical processes. Full bibliographies in each section allow interested readers to pursue the themes further. Much of this material has hitherto been available only in limited circulation specialist journals or in unpublished research. Its publication in this convenient form will be welcomed by all researchers in science education and by practicing science teachers continuing their professional development, who want to deepen their understanding of how their children think and learn.

From bestselling author Isabel L. Beck--an experienced educator who knows what works--this concise volume provides a wealth of practical ideas for building children's decoding skills by teaching letter-sound relationships, blending, word building and multi-syllable words. The strategies presented for explicit, systematic phonics instruction are ideal for use in primary-grade classrooms or with older students who are having difficulties. Many specific examples bring the instructional procedures to life while elucidating their underlying rationale; appendices include reproducible curriculum materials.

Thinking about teaching in educational terms has become increasingly difficult because of the conceptions of higher education that predominate in both policy and public debate. Framing the benefits of higher education simply as an economic good poses particular difficulties for making educational sense of teaching. Moreover, the assumptions about social mobility, usefulness, and the economic advantages of higher education, upon which these conceptions are based, can no longer be taken for granted. The chapters in this book all wrestle with understandings of education and teaching experiences in changing global, national, and institutional contexts. They explore questions of difference and privilege, the social transformation of teaching through transforming teachers, contestations of global citizenship and interculturality, learning and sensibilities of self-in-the-world, the relationship between programme content and student decision-making, divergent conceptions of learning in international education, and subject-centred approaches to embodied teaching. The book considers the value of disciplinary tools of analysis in addressing contextual challenges in developing societies, connections between pedagogies, autonomy and intercultural classrooms, and ways of countering the marketization of higher education through online teaching communities. This book was originally published as a special issue of *Teaching in Higher Education*.

Since 1997 when Hong Kong became a Special Administrative Region of the People's Republic of China, a string of education reforms have been introduced to improve the quality of education and maintain Hong Kong's economic competitiveness in the age of globalization. This book provides a comprehensive and critical analysis of major issues and challenges faced by the education system, ranging from pre-school to higher education. It analyses the prospects for educational development in Hong Kong. It further addresses how the Hong Kong government has responded to the perceived challenges of the external environment and internal forces and explains the rationales for the actions taken. Not only does it review how the reform initiative challenges have been dealt with, it also reviews how effective these initiatives are and its implications on future directions. Every child's education relies on a partnership between parents, professionals and, of course, the child. This book gives parents of children with Asperger syndrome (AS) practical advice on how to make the most of this important partnership and work with schools to ensure their child's needs are being met. The book explores how parents can prepare their child for school life and how they can work with teachers to improve the classroom environment, as well as the school environment as a whole, for their child and consequently for the benefit of all pupils. Strategies include peer education, the use of visual cues and rules and effective communication between parents, teachers and support staff. This clear, accessible book will be an invaluable guide for parents of children with AS and will also be of interest to the teachers and educational professionals who work with them.

If you need quick, targeted baseline knowledge about using technology for teaching and learning, *Making Sense of Online Learning* is for you. This practical, no-nonsense primer will help you understand how online learning technologies work and how they fit into your organization. You'll gain a working knowledge of important topics such as design, infrastructure, and evaluation and the confidence to make informed decisions that will help your learners and organization thrive. Since information about online learning changes at Internet speed, the book is supported with a dedicated Web site (www.learningpeaks.com/msoll/) filled with up-to-the-minute suggestions for tools and resources.

Making Sense of Education provides a contemporary introduction to the key issues in educational philosophy and theory. Exploring major past and present conceptions of education, teaching and learning, this book makes philosophy of education relevant to the professional practice of teachers and student teachers, as well of interest to those studying education as an academic subject. The book is divided into three parts: education, teaching and professional practice: issues concerning education, the role of the teacher, the relationship of educational theory to practice and the wider moral dimensions of pedagogy learning, knowledge and curriculum: issues concerning behaviourist and cognitive theories of learning, knowledge and meaning, curriculum aims and content and evaluation and assessment schooling, society and culture: issues of the wider social and political context of education concerning liberalism and communitarianism, justice and equality, differentiation, authority and discipline. This timely and up-to-date introduction assists all those studying and/or working in education to appreciate the main philosophical sources of and influences on present day thinking about education, teaching and learning

Making Sense of Race in Education: Practices for Change in Difficult Times takes a fresh look at the perennial issue of race in American schools. How do educators, in all settings, confront the issue of race with students and colleagues, given the contemporary backdrop of social movements for racial justice and change? How do educators affect change within their everyday classroom practices without fostering further alienation and discord? Although much has already been written about race and racism in school, this book addresses racial incidents directly and offers practical insights into how P-20 educators can transform these events alongside students and colleagues. Each chapter provides detailed analysis of curriculum, instruction, practices and pedagogical strategies for addressing race while at the same time wrestling with theoretical conceptions of

race, justice, and fairness. Perfect for courses such as: Social Foundations of Education - Sociology of Education - Higher Education - Multicultural Education - Cultural Studies in Education - Schools and Society

This book will give teachers from all subject areas the confidence to explore the possibilities of drama in the classroom.

With sample social network maps and steps for developing your own, this resource shows leaders how to navigate task, friendship, power, and culture networks to promote school goals.

What are genes? What do genes do? These seemingly simple questions are in fact challenging to answer accurately. As a result, there are widespread misunderstandings and over-simplistic answers, which lead to common conceptions widely portrayed in the media, such as the existence of a gene 'for' a particular characteristic or disease. In reality, the DNA we inherit interacts continuously with the environment and functions differently as we age. What our parents hand down to us is just the beginning of our life story. This comprehensive book analyses and explains the gene concept, combining philosophical, historical, psychological and educational perspectives with current research in genetics and genomics. It summarises what we currently know and do not know about genes and the potential impact of genetics on all our lives. Making Sense of Genes is an accessible but rigorous introduction to contemporary genetics concepts for non-experts, undergraduate students, teachers and healthcare professionals.

Develop a deep understanding of mathematics. This user-friendly resource presents grades 3–5 teachers with a logical progression of pedagogical actions, classroom norms, and collaborative teacher team efforts to increase their knowledge and improve mathematics instruction. Focus on an understanding of and procedural fluency with multiplication and division. Address how to learn and teach fraction concepts and operations with depth. Thoroughly teach plane and solid geometry. Explore strategies and techniques to effectively learn and teach significant mathematics concepts and provide all students with the precise, accurate information they need to achieve academic success. Benefits Dig deep into mathematical modeling and reasoning to improve as both a learner and teacher of mathematics. Explore how to develop, select, and modify mathematics tasks in order to balance cognitive demand and engage students. Discover the three important norms to uphold in all mathematics classrooms. Learn to apply the tasks, questioning, and evidence (TQE) process to ensure mathematics instruction is focused, coherent, and rigorous. Use charts and diagrams for classifying shapes, which can engage students in important mathematical practices. Access short videos that show what classrooms that are developing mathematical understanding should look like. Contents Introduction 1 Place Value, Addition, and Subtraction 2 Multiplication and Division 3 Fraction Concepts 4 Fraction Operations 5 Geometry 6 Measurement Epilogue Next Steps Appendix A Completed Classification of Triangles Chart Appendix B Completed Diagram for Classifying Quadrilaterals

"Inclusive education has emerged internationally over the past thirty years as a way of developing democratic citizenship. Core to inclusive principles are that improved equity in education can only be achieved by eliminating the economic, cultural and physical barriers that currently impede learning for particular students. To strengthen inclusive practice to this end inexorably requires that we attempt to make sense of it in its current form: to examine how it is enacted in educational settings from early childhood, schools, and communities and further and higher education; to contemplate the restrictions that it might inadvertently create; and to consider its effects on members of educational communities. Contributions to this edited collection represent diverse perspectives, yet share a commitment to challenging existing forms of educational marginalisation through policy, practice, theory and pedagogy. The chapters emerged from discussions at the inaugural Inclusive Education Summit that was held at Victoria University, Australia in 2015. They present research that was conducted in Australia, New Zealand, Indonesia, Bangladesh, Spain and the UK—illustrating transnational interests and diverse approaches to practice. Presented in four sections—provocations, pushing boundaries, diverse voices, and reflections, the chapters explore everyday practice across a range of contexts: from educating culturally and linguistically diverse, refugee, and/or socially and economically disadvantaged students, to issues of diversity brought about by and through gender, giftedness and disability. The book will appeal to academics, students and practitioners in disciplines including: education, sociology, social work, social policy, early childhood, disability studies, and youth studies."

Making Sense of Number is a concise introduction to personal and professional numeracy skills, helping readers to become more mathematically competent. It includes relevant content to assist pre-service teachers to improve numeracy for the classroom or to prepare for LANTITE, as well as support for practising teachers to develop their understanding and skills in numeracy. Making Sense of Number focuses on number sense as a conceptual framework for understanding mathematics, covering foundational areas of mathematics that often cause concern such as multiplication, fractions, ratio, rate and scale. The authors use real-world examples to explain mathematical concepts in an accessible and engaging way. Written by authors with over 30 years' experience teaching mathematics at primary, secondary and tertiary levels, Making Sense of Number is an essential guide for both pre-service teachers and those looking to improve their understanding of numeracy.

`This book is a very worthwhile read for teachers, student teachers and teacher educators. It would be encouraging if politically based policy makers were to digest its contents also' - Citizenship, Social and Economics Education `I recommend this book as an enjoyable, thought provoking and politically important read' - Widenning Participation and Lifelong Learning `This important book challenges current educational policies in England in a style, for the most part, easily accessible to a wide audience. Geoff Whitty's assertions are supported by a wide variety of research findings and this is a book that should be of considerable interest to student of sociology and to all member of the teaching profession' - Mark Pepper, Equals `The particular strength of this book is Geoff Whitty's grasp on and insights into the politics of education... he is able to bring to bear an

authoritative perspective which is unrivaled in the United Kingdom. there is no other current book which compares in terms of the breadth and depth of this' - Professor Stephen Ball, Institute of Education, University of London `This book represents a "struggle" by the director of the London Institute of Education, one of our foremost centres of teacher training and research in education, to understand what lies behind the education policies of recent governments. It is tempting to conclude that if a leading educational sociologist such as Geoff Whitty, who happens also to be brother of the former general secretary of the Labour party, has difficulty with this, there can be little hope for the rest of us. But now, at least, we have this personal odyssey to guide us' - Bob Doe, Times Educational Supplement This book aims to make sense of the changes in education policy over the past decade, using the resources of the sociology and politics of education. The author shows that wider sociological perspectives can help us to appreciate both the limits and the possibilities of educational change. Geoff Whitty illustrates this through studies of curriculum innovation, school choice, teacher professionalism and school improvement. He considers how far education policy can be used to foster social inclusion and social justice and the book concludes with an assessment of New Labour education policy in these terms. The book deals with education policy in England and Wales, as well as making comparisons with contemporary education policy in other countries. This book is relevant to students of education at masters and doctoral levels, students of social policy, and policy-makers.

This book is for practitioners at all levels, from teachers making site-specific decisions to administrators making schoolwide and policy decisions.

FORWARD FAST examines the extraordinary changes that have taken place inside the classroom as a result of an explosion of personal and instructional technology. It also explores ways for educators and parents to create inspirational and meaningful learning opportunities for their children in this exciting new world.

School evaluation is often linked to issues of accountability, performance assessment, regulation and inspection, where the work of teachers and/or the functioning of the school becomes the subject of critique. School Evaluation with a Purpose explores the latest thinking surrounding external and self-evaluation in schools. Examining teacher professionalism, reflective practice and what really matters in education, it considers the key challenges around current evaluative practice and puts forward alternative methods of evaluation, placing reflective practice and teacher professionalism at its heart. Exploring the stories of evaluation and the practice of resilient schools and school leaders in five European contexts, the book aims to support and promote the agency of teachers, school leaders and students. This book will be of particular interest to school leaders internationally, researchers, master's students of Education and Education Leadership, and policymakers responsible for law enforcement in the field of school inspection.

Making Sense of World History is a comprehensive and accessible textbook that helps students understand the key themes of world history within a chronological framework stretching from ancient times to the present day. To lend coherence to its narrative, the book employs a set of organizing devices that connect times, places, and/or themes. This narrative is supported by: Flowcharts that show how phenomena within diverse broad themes interact in generating key processes and events in world history. A discussion of the common challenges faced by different types of agent, including rulers, merchants, farmers, and parents, and a comparison of how these challenges were addressed in different times and places. An exhaustive and balanced treatment of themes such as culture, politics, and economy, with an emphasis on interaction. Explicit attention to skill acquisition in organizing information, cultural sensitivity, comparison, visual literacy, integration, interrogating primary sources, and critical thinking. A focus on historical "episodes" that are carefully related to each other. Through the use of such devices, the book shows the cumulative effect of thematic interactions through time, communicates the many ways in which societies have influenced each other through history, and allows us to compare and contrast how they have reacted to similar challenges. They also allow the reader to transcend historical controversies and can be used to stimulate class discussions and guide student assignments. With a unified authorial voice and offering a narrative from the ancient to the present, this is the go-to textbook for World History courses and students. The Open Access version of this book, available at <https://www.taylorfrancis.com/books/9781003013518>, has been made available under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 license.

By using evidence from interviews with primary headteachers, this book highlights the most serious problems experienced by primary heads. The management of school finance and premises and relationships with a range of other people involved in the life and work of the school are shown to be recurring historical issues in primary headship.

Making Sense of School Finance: A Practical State-by-State Approach thoroughly and clearly describes complex school finance concepts regarding local, state, and federal revenue along with authentic accounting processes in a straightforward manner for public, nonpublic, and charter school leaders. This logically organized resource delivers content on a specific state basis in succinct, easy-to-follow chapters that uniquely applies to each reader's actual situation and location. Figures for each state funding model with real allocations, by example, illustrate respective funding model formulas, and the numerous tables in the text differentiate substance by jurisdiction (states and the District of Columbia). Practical subject matter to increase and acquire additional funding in this book that includes private and public grant application writing is vital reading for aspiring and practicing school officials. Above all, this text expands the reader's comprehension of school finance topics beyond knowledge acquisition into knowhow applications through genuine, end-of-chapter projects and scenarios for discussion with colleagues. Applying the principles from this book remains an absolute necessity to position your school and district for a strong financial future.

What lessons are conveyed implicitly and explicitly in teaching and learning about the Holocaust? Through case studies, the author reflects on the lessons taught, highlighting strengths and missed opportunities and illuminating important implications for the teaching of other historical episodes.

The growing child comes to understand the world, makes sense of experience and becomes a competent social individual. First published in 1987, Making Sense reflected the way in which developmental psychologists had begun to look at these processes in increasingly naturalistic, social situations. Rather than seeing the child as working in isolation, the authors of this collection take the view that 'making sense' involves social interaction and problem-solving. They particularly emphasize the role of language; its study both reveals the child's grasp of the frames of meaning in a particular culture, and demonstrates the subtleties of concept development and role-taking.

Maybe you learned about sex in school—anatomy, STIs, and pregnancy, right? You might think you've learned all there is to know, but there's so much more to sex than just "doing it." What about masturbation, is that OK? Are you dirty for having sexual fantasies? What about kissing, giving a blowjob, or taking the pill, is it safe? What if you touch someone's penis, can you get pregnant? If you douche after sex, you won't get pregnant... right? Making Sense of "It" goes beyond the basics of the birds and the bees to give teens a realistic, no-holds barred, nonjudgmental guide on everything to do with sex and sexuality. With this book, teens can learn about it all from the best contraception methods to what to expect at a clinic, even to the signs of an unhealthy relationship. Alison Macklin draws on her years of experience at Planned Parenthood to address everything teens want to and should know in a straightforward, open-minded, and sex-positive manner. Even better, "Conversation Starters" in each chapter give teens and parents a chance to test their knowledge and useful tips to help talk about sex in a way that works for them. In a world where teens are bombarded with bad information on social media, and are made to feel ashamed of something so natural, Making Sense of "It" offers trustworthy, gender-neutral advice on how to be safe, informed, and honest about "it".

This book is a roadmap to the key decisions, processes, and procedures to use when synthesizing qualitative literacy research. Covering the major types of syntheses – including the dissertation literature review, traditional literature review, integrative literature review, meta-synthesis, and meta-ethnography – Compton-Lilly, Rogers, and Lewis Ellison offer techniques and frameworks to use when making sense of a large body of scholarship. Addressing the standard and untraditional forms a research synthesis can take, the authors provide clear and practical examples of synthesis designs and techniques, and consider how epistemological, ontological, and ethical questions arise when designing and adapting a research synthesis. The extensive appendices feature sample literature reviews, guidance on communication with editors of journals, useful charts, and more. The authors' critical reflection and analysis demonstrates how a research synthesis is not simply a means to an end, but rather reflects each scholar's interests, target audience, and message. This book is crucial reading for undergraduate and graduate students, as well as early career and more experienced researchers in literacy education. An analysis of teaching in which the author examines the classroom environment, the conceptual domains of research, the complex layers of public policy, and the language of educational discourse and polemic. He looks at what teachers do, how they learn, and how they cope.

The use of Virtual Worlds (VWs) has increased in the last decade. VWs are used for communication, education, community building, creative arts, and more. A good deal of research has been conducted into learning and VWs, but other areas remain ripe for investigation. Factors from technological platforms to the nature and conventions of the communities that use VWs must be considered, in order to achieve the best possible interaction between virtual spaces and their users. Making Sense of Space focuses on the background to these issues, describing a range of case studies conducted by the authors. The book investigates the innovative and creative ways designers employ VWs for research, performance-making, and audience engagement. Secondly, it looks into how educators use these spaces to support their teaching practice. Lastly, the book examines the potential of VWs as new methods of communication, and the ways they are changing our perception of reality. This book is structured into four chapters. An introduction provides a history and outline of important themes for VWs, and subsequent chapters consider the design of virtual spaces, experience of virtual spaces, and communication in virtual spaces. Written by two experienced academics and practitioners in the field, offering different perspectives Uses a multidisciplinary approach, drawing on: education; scenography; performance studies; disaster management; and computer science Provides multiple viewpoints on the topic, gained through interviews and contributions from a range of experts, as well as several co-authored chapters

This textbook provides a framework for teaching children's language and literacy and introduces research-based tactics for teachers to use in designing their literacy programs for children. Exploring how sense-making occurs in contemporary literacy practice, Murphy comprehensively covers major topics in literacy, including contemporary multimodal literacy practices, classroom discourse, literacy assessment, language and culture, and teacher knowledge. Organized around themes—talk, reading and composing representation—this book comprehensively invites educators to make sense of their own teaching practices while demonstrating the complexities of how children make sense of and represent meaning in today's world. Grounded in research, this text features a wealth of real-world, multimodal examples, effective strategies and teaching tactics to apply to any classroom context. Ideal for literacy courses, preservice teachers, teacher educators and literacy scholars, this book illustrates how children become literate in contemporary society and how teachers can create the conditions for children to broaden and deepen their sense-making and expressive efforts.

Making Sense of School Choice explains why school choice fails to deliver on its promise to meet the needs of culturally diverse populations, even in one of the world's most marketized education systems. Windle offers fresh insights into the transnational processes involved in producing educational inequalities.

This volume gives educational theorists the chance to let rip and say what they really want to say. In doing so it sends a blast of fresh air through the dusty halls of academe. The vast majority of the literature in education theory and philosophy follows the conventions of academic writing, and rightly so. Yet its formal, abstract and objective style, which focuses on the careful presentation of theoretical and philosophical arguments, doesn't always give us insights into what motivates and drives the authors—while for academic neophytes it can be dense and arcane. Here, those same theorists and philosophers have been given the chance to expound at length on the topics that most exercise them. What concerns them, what gets them up in the morning, and what really matters most to them? Readers will discover what happens when these thinkers are explicitly invited to go beyond academic conventions and experiment with form, style and content. Featuring collected essays from leading educationalists from Norway, Sweden, Denmark, the USA, Canada, Israel Germany, Belgium and the UK, these essays provide vital insights into their work as well as being a compelling introduction to contemporary attempts to make sense of education through theory and philosophy. All these authors have made key contributions to the field, and their unique 'manifestos' make a fascinating read for any student or practitioner in education.

Are you new to clinical teaching and looking for practical advice? Would you like to challenge and improve your current teaching style? Do you want to direct change in teaching practice within a department or institution? If your answer to any of the above is yes, then Making Sense of Clinical Teaching is the resource for you. It offers the novice a

The author takes a look at some of the challenges that children with SPD (sensory processing disorder) face at school, using her own son Gabriel as an example.

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