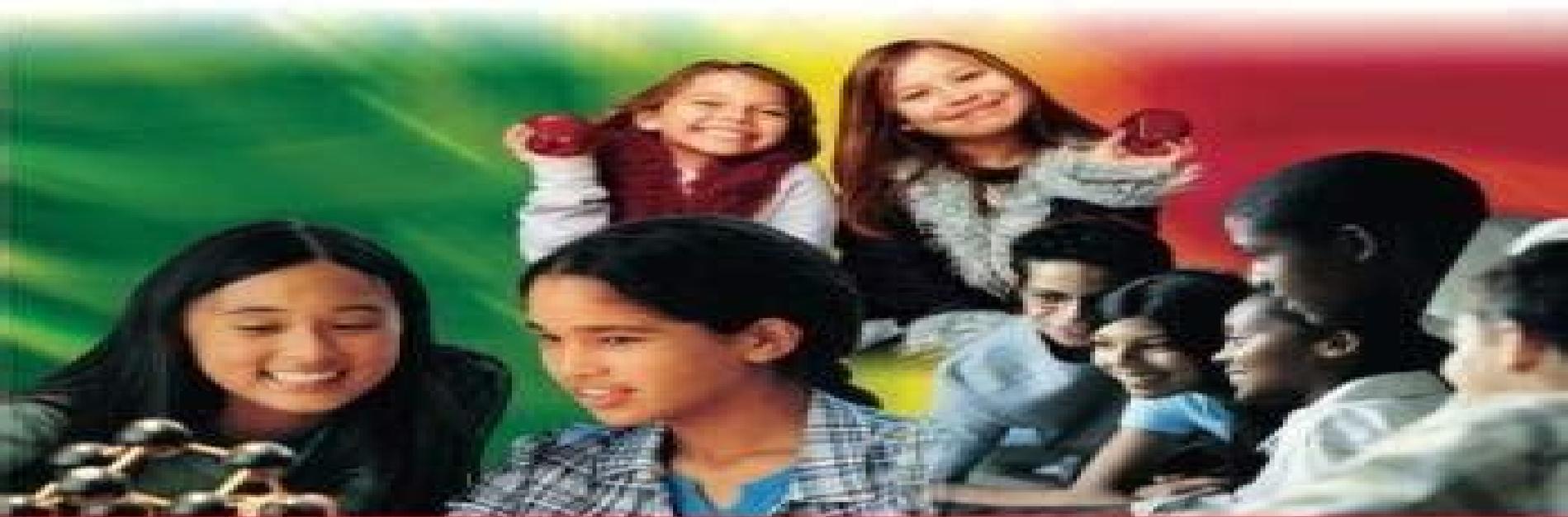


Creating *and* Sustaining *the* Constructivist Classroom

Second Edition



Bruce A. Marlowe



Marilyn L. Page

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Rose Army



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Creating and Sustaining the Constructivist Classroom Bruce A. Marlowe, Marilyn L. Page, 2005-04-20 Praise for the Original Edition Lots of fresh ideas along with some very helpful suggestions Pamela Galvani Teacher Central Kitsap High School Silverdale Washington Praise for the New Edition Useful as the first version of their book was Marlowe and Page s second edition is even better It offers a rare blend of thoughtful critique solid theory and practical strategy Alfie Kohn author of *The Schools Our Children Deserve* Make constructivism work for you and your students Taking students from passive spoon fed knowledge to creation and acquisition of real learning It sounds terrific But how do you do it This book shows you how In this updated and expanded second edition Marlowe and Page use a larger and clearer format to bring together constructivist theory with step by step guidance to make constructivist learning a reality in your classroom *Creating and Sustaining the Constructivist Classroom Second Edition* includes the firsthand experiences of practicing teachers to help you understand the challenges and rewards you can expect from constructivism The teachers stories along with guidance from the authors give you a solid foundation on which to build your own student created learning classroom The authors provide Active learning examples to customize for any grade or classroom Checklists to help you evaluate your starting point progress and goals Expanded coverage of state and national content standards Practical assistance with issues surrounding student assessment differentiation and the inclusive classroom Ideas for involving parents and community members Ways to implement technology into the mix Strategies to help even beginning teachers implement constructivist principles Stimulate your students creativity autonomy and independent thinking Help raise their self esteem and confidence Get their minds working on proactive ways to bring real world learning into their schoolwork Encourage your students to discover new ways to search for information process what they find out and translate it into meaningful knowledge for themselves [Resources in Education](#) ,1998

Dynamics of Effective Secondary Teaching William W. Wilen, Janice K. Hutchison, Margaret Ishler Bosse, 2008 Integrating theory and research with current classroom practice *Dynamics of Effective Secondary Teaching* 6th edition helps future secondary teachers make informed instructional curricular management and assessment decisions Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms sample lesson plans and valuable websites are what make this text indispensable providing the preservice teacher with a direct link to classroom practice

Case Studies in Constructivist Leadership and Teaching Arthur S. Shapiro, 2003 These 27 actual case studies plus two quick hitting research chapters provide practical down to earth hands on strategies that teachers supervisors and administrators in all sorts of settings can use to improve their professional operation through the gradual use of constructivist practices They point to the increased personal and professional satisfaction teachers experience and to students increased achievement and satisfaction that results when practitioners pull off constructivist processes Additionally these cases tell how to do it safely

Works and Days ,1998 **Deep Learning for a Digital Age** Van B.

Weigel,2001-11-12 In this book Weigel shows how faculty can help students develop skills in research problem solving critical thinking and knowledge management by using web based collaboration tools He outlines a blended bricks and clicks approach to learning that emphasizes cognitive apprenticeship and communities of inquiry Weigel s vision of depth education relies strongly on virtual teams and embedded assessment as a means to cultivate connection between students and educators

The Cumulative Book Index ,1998 A world list of books in the English language Educational Psychology

Thomas Fetsco,John McClure,2005 I applaud the vision the authors had in synthesizing this information in a way that makes the reader more confident in their application of these theories and principles to their own classrooms The authors have wonderfully succeeded in their attempt to integrate this material in a manner quite different from other texts I ve read or reviewed Jim Persinger Emporia State University Any textbook that overemphasizes theory neglects the real world any textbook that overemphasizes practice neglects the underlying foundation of theory This book strikes a careful balance between theory and practice by explicitly linking the two Gregory Cutler Bay de Noc Community College By far this is the best educational psychology text I have read because it integrates and applies major learning theories to many of the daily issues future teachers will face Krista Robertson Rhode Island College I see this textbook as well written informative clearly and logically organized and a very useful component for a course in Educational Psychology I like it Raymond E Webster East Carolina University The authors have done an excellent job in producing an easy to follow format and style Paula Holmes Miller Crichton College The authors writing style and presentation level are clear and easy to read along with tables figures concept maps and other visual aids Yuliang Liu Ph D Southern Illinois University The text is well written and some very difficult topics such as Attribution Theory and Constructivism to name just two are easy to understand when compared to similar books I think this is some of the clearest writing I have read in a long time Michael P Verdi California State University San Bernadino I really enjoyed reading this text and I found its comprehensive nature to be a strength Linda W Morse Mississippi State University The authors writing style is clear simple and direct It speaks directly to the reader the examples are concrete and related to education John Isch Martin Luther College

Handbook of Research on Science Education, Volume II Norman G. Lederman,Sandra K. Abell,2014-07-11 Building on the foundation set in Volume I a landmark synthesis of research in the field Volume II is a comprehensive state of the art new volume highlighting new and emerging research perspectives The contributors all experts in their research areas represent the international and gender diversity in the science education research community The volume is organized around six themes theory and methods of science education research science learning culture gender and society and science learning science teaching curriculum and assessment in science science teacher education Each chapter presents an integrative review of the research on the topic it addresses pulling together the existing research working to understand the historical trends and patterns in that body of scholarship describing how the issue is conceptualized within the literature how methods and theories have shaped the

outcomes of the research and where the strengths weaknesses and gaps are in the literature Providing guidance to science education faculty and graduate students and leading to new insights and directions for future research the Handbook of Research on Science Education Volume II is an essential resource for the entire science education community

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