



Thinking and Learning with ICT

Raising achievement in Primary classrooms

RUPERT WEGERIF and **LYN DAWES**

Developing Thinking And Learning With Ict Raising Achievement In Primary Classrooms

Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Steve Higgins, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Mark Winterbottom, Mary Anne Wolpert

Developing Thinking And Learning With Ict Raising Achievement In Primary Classrooms:

Developing Thinking and Learning with ICT Rupert Wegerif,2004 **Thinking and Learning with ICT** Rupert Wegerif,Lyn Dawes,2004 Primary teachers need to incorporate the use of computers in their daily lesson plans but how can this be done most effectively to promote learning skills in the classroom In this fascinating book Lyn Dawes and Rupert Wegerif outline a strategy for enhancing the effectiveness of computers for teaching and learning with an emphasis on raising pupil achievement in the core subject areas developing collaborative learning in small groups using group discussions as a way of improving general communication as well as thinking and reasoning skills The approach is to use computers as a support for collaborative learning in small groups and this book presents ways to prepare pupils for talking learning and thinking together around computers Excerpts from pupils discussions illustrate the main issues and guidance on lesson planning and developing and choosing appropriate software is also provided Thinking and Learning with ICT will be a valuable resource for primary teachers and student teachers

Proceedings of the 2nd International Conference on the Use of iPads in Higher Education Benjamin F. Baab,John Bansavich,2016-12-14 With the widespread implementation of tablet computers in Higher Education HE this book will be of interest to academics from a variety of disciplines and to learning technologists who are considering the use of iPads for teaching and learning or have an interest in mobile learning in general The proceedings from the 2nd International Conference on the Use of iPads in Higher Education ihe2016 cover articles in the following areas health education environmental management fieldwork medical education law teacher training and education design academic technologies online assessments and professional development The contributors here use a wide variety of research methodologies to investigate the use of iPads in HE including surveys questionnaires focus groups long term studies qualitative methods pilot projects multimodal approaches observations technology implementation models action research case studies ethnographic approaches field studies content analysis and mixed methods

Achieving your Masters in Teaching and Learning Mary McAteer,Lisa Murtagh,Fiona Hallett,Gavin Turnbull,2010-02-05 This book is for all those taking the Masters in Teaching and Learning MTL The contents reflect the units of this new qualification building on Initial Teacher Training deepening and broadening professional understanding and skills while addressing individual teacher needs Chapters cover core topics such as developing pedagogy assessment for learning special educational needs and behaviour The book provides invaluable support for beginning teachers as they manage their professionally based postgraduate learning including guidance on critical thinking reflective practice and research skills and is clearly linked to the newly developed framework of Professional Standards for Teachers

Contemporary Perspectives in E-Learning Research Gráinne Conole,Martin Oliver,2006-11-22 E learning is at an exciting point in its development this book aims to define e learning as a field of research highlighting the complex issues activities and tensions that characterize the area

Learning to Teach in the Secondary School Susan Capel,Marilyn Leask,Sarah Younie,Elizabeth Hidson,Julia

Lawrence,2022-07-29 The market leading text for beginning teachers on all undergraduate postgraduate and school based routes to QTS this is an essential introduction to the key skills and knowledge needed to become a successful teacher Offering advice on all aspects of teaching and learning this ninth edition has been thoroughly updated to reflect changes in the field and covers key new topics including the science of learning online pedagogies and working with your mentor There are also expanded units on diversity and inclusion and teacher wellbeing The text includes a wealth of examples and tasks to support you in successfully applying theory to practice and in critically reflecting on and analysing your practice to maximise pupil learning The wide range of pedagogical features supports both school and university based work up to Masters level Written by experts in the field the 41 concise units are underpinned by evidence informed practice and focus on what you need to know to thrive in the classroom including lesson planning curriculum managing behaviour online lessons and digital resources effective communication with pupils how pupils learn assessment marking and feedback diversity and inclusion special educational needs and disabilities SEND managing stress workload and time applying for jobs developing as a professional and networking The book is extended and enhanced through a companion website that includes Animated explainer videos to introduce and summarise key topics A selection of downloadable and editable tables and figures from the book so that the most practical elements can be taken out of study and into practice Additional material and interactive features to support selected units such as focus questions for lesson observations and flashcards to help analyse student behaviour Bonus content including Starting to Teach chapters and a mapping document supporting you to make links between the ninth edition chapters and key teaching standards Supported by the subject specific titles in the Learning to Teach Subjects in the Secondary School and A Practical Guide to Teaching Subjects in the Secondary School Series it is an essential purchase for every aspiring secondary school teacher

Forthcoming Books Rose Arny,2004 **The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05** Great Britain: Office for Standards in Education,2005-10-19 The remit of the Office for Standards in Education OFSTED is to improve standards and quality of childcare and education for learners up to 19 years of age through regular inspection some of which is carried out jointly with other inspectorates This annual report covers the year 2004 05 and includes sections on childcare and early learning primary and maintained nursery schools secondary schools special schools pupil referral units further education colleges initial teacher training local education authorities Also included is a section on surveys and themes examining national education strategies in schools in different areas A final section takes a retrospective view on inspection and the contribution OFSTED has made to education over the past 13 years An accompanying CD ROM includes detailed reports on subjects in schools and curriculum areas in colleges

Genderwatch Kate Myers,Hazel Taylor,Sue Adler,Diana Leonard,2007 The first Genderwatch was published twenty years ago for teachers and school leaders who wanted to do something about discriminatory practices in their schools but were not quite sure what This entirely new edition designed to coincide with the Gender Equality Duty legislation coming

into force in 2007 will help the same professional group Times have changed but significant differences in children's schooling experiences persist depending on who they are Genderwatch still watching focuses on gender difference also taking into account that boys and girls come from diverse backgrounds cultures and heritages The book contains sixty schedules covering all aspects of school life and all phases from preschool to secondary They examine whole school issues such as inclusion what happens in assemblies working with boys working with girls how to ensure that when young people's views are sought all are heard and the book offers detailed accounts of what might be done in each curriculum subject Each schedule will help schools address their gender equality issues through reviewing practice tackling inequalities and monitoring outcomes Genderwatch still watching is essential reading for teachers school leaders support staff governors inspectors advisers and consultants in fact for anyone who wants to improve equality of opportunity in schools The seventy contributors are educational practitioners and advisers and academics All are donating their royalties to Book Aid International a charity that provides books to libraries hospitals refugee camps and schools in sub-Saharan Africa and Palestine

Reflective Teaching in Schools Andrew Pollard, Kristine Black-Hawkins, Gabrielle Cliff Hodges, Pete Dudley, Steve Higgins, Mary James, Holly Linklater, Sue Swaffield, Mandy Swann, Mark Winterbottom, Mary Anne Wolpert, 2018-11-29 The book you can trust to guide you through your teaching career as the expert authors share tried and tested techniques in both primary and secondary settings For this new edition Andrew Pollard has worked with the same core author team to bring you expert guidance from top practitioners in the form of a text that is both cohesive and that continues to evolve to meet the needs of today's teachers It is designed for trainees whether in universities or schools such as School Direct SCITT Reflective Teaching in Schools uniquely provides two levels of support practical evidence based guidance on key classroom issues including relationships behaviour curriculum planning teaching strategies and assessment evidence informed principles and concepts to help you continue developing your skills New to this edition 10 Lesson Study cases illustrate the impact this approach can have on classroom teaching whether in a city Primary School or rural Secondary Academy 10 Toolkit Evidence summaries based on the Sutton Trust EEF Teaching and Learning Toolkit cover topics like collaborative learning New Reflective Activities and guidance on Key Readings at the end of each chapter Updates to reflect recent changes in curriculum and assessment across the UK reflectiveteaching.co.uk provides a treasure trove of additional support It now includes a new chapter on mentoring a glossary to help decipher the difference between IEP and LAP and much more

The Articulate Classroom Prue Goodwin, 2001 An edited collection of articles by leading educationalists and teacher educators on the place of talk in the primary curriculum Each chapter reflects on theoretical aspects of oracy translated into manageable practice Articles explore the importance of talk in learning

Teaching Primary Literacy with ICT Moira Monteith, 2002 Does the use of ICT benefit primary school children in learning to be literate today How does the use of ICT affect literacy Which teaching and learning practices are most effective when seeking to promote literacy goals

through the use of ICT This important new text seeks to support school teachers in developing children s literacy skills through the use of information and communication technology The editor and contributors indicate where we are at present and where we may be going in terms of learning literacy using ICT basing their findings on research evidence and their own extensive experience in education Specific chapters deal with literacy learning in schools national literacy strategies as exemplified within the National Literacy Programme the effectiveness of software connections with oracy and the use of the internet Whilst the contributors note that ICT has much to offer in terms of providing valuable support to learners they also stress that the context where this learning takes place is vitally important and that technology alone can never take the place of good classroom practice

EUDISED European Educational Research Yearbook 1998/99 ,2000 The Annual Report of Her Majesty's Chief Inspector of Schools Great Britain. Her Majesty's Chief Inspector of Schools,2004 □□□□□□□□ ,2005 **The British National Bibliography** Arthur James Wells,2004 *British Education Index* ,2005 Index to Theses with Abstracts Accepted for Higher Degrees by the Universities of Great Britain and Ireland and the Council for National Academic Awards ,2008 Schools for the Future Great Britain. Dept. for Education and Skills,2002 This bulletin examines the range of issues involved in the design of school buildings in order to promote a positive learning environment which serves the needs of pupils and the wider community It considers how to improve the design of existing schools as well as ensure that new school buildings are well designed and built It provides practical advice and contains a range of illustrated examples taken mostly from real school projects The bulletin is divided into three sections Part One considers the key issues for the 21st century school such as changes to the curriculum and the growth of IT lifelong learning and the inclusion of pupils with special educational needs and disabilities Part Two examines the design implications for these developments relating to the use of space environmental factors planning issues and sustainability Part Three considers how to achieve design quality and value for money in the building process

The New Zealand Official Year-book New Zealand. Department of Statistics,2002

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