Transforming Teaching and Learning with Active and Dramatic Approaches Engaging Students Across the Curriculum Routledge A CHOICE Outstanding Academic Title 2014! How can teachers transform classroom teaching and learning by making pedagogy more socially and culturally responsive, more relevant to students’ lives, and more collaborative? How can they engage disaffected students in learning and at the same time promote deep understanding though high-quality teaching that goes beyond test preparation? This text for prospective and practicing teachers introduces engaging, innovative pedagogy for putting active and dramatic approaches to learning and teaching into action. Written in an accessible, conversational, and refreshingly honest style by a teacher and professor with over 30 years’ experience, it features real examples of preschool, elementary, middle, and high school teachers working in actual classrooms in diverse settings. Their tales explore not only how, but also why, they have changed the way they teach. Photographs and stories of their classroom practice, along with summarizing charts of principles and strategies, both illuminate the critical, cross-curricular, and inquiry-based conceptual framework Edmiston develops and provide rich examples and straightforward guidelines that can support readers as they experiment with using active and dramatic approaches to dialogue, inquiry, building community, planning for exploration, and authentic assessment in their own classrooms. Transforming Teaching and Learning with Active and Dramatic Approaches Engaging Students Across the Curriculum Routledge A CHOICE Outstanding Academic Title 2014! How can teachers transform classroom teaching and learning by making pedagogy more socially and culturally responsive, more relevant to students’ lives, and more collaborative? 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The book approaches drama in education (DE) from a wide range of perspectives, from leading scholars to teaching artists and school educators who specialise in DE teaching. It presents the central disciplinary conversations around key issues, including best practice in DE, aesthetics and artistry in teaching, the histories of DE, ideologies in drama and education, and concerns around access, inclusivity and justice. Including reflections, lesson plans, programme designs, case studies and provocations from scholars, educators and community arts workers, this is the most robust and comprehensive resource for those interested in DE’s past, present and future. Science and Drama: Contemporary and Creative Approaches to Teaching and Learning Springer Nature This edited volume presents interdisciplinary and transdisciplinary approaches to drama and science in education. Drawing on a solid basis of research, it offers theoretical backgrounds, showcases rich examples, and provides evidence of improved student learning and engagement. The chapters explore various connections between drama and science, including: students’ ability to engage with science through drama; dramatising STEM; mutuality and inter-relativity in drama and science; dramatic play-based outdoor activities; and creating embodied, aesthetic and affective learning experiences. The book illustrates how drama education draws upon contemporary issues and their complexity, intertwining with science education in promoting scientific literacy, creativity, and empathetic understandings needed to interpret and respond to the many challenges of our times. Findings throughout the book demonstrate how lessons learned from drama and science education can remain discrete yet when brought together, contribute to deeper, more engaged and
transformative student learning. Drama-based Pedagogy Activating Learning Across the Curriculum Intellect Books Drama-based Pedagogy examines the mutually beneficial relationship between drama and education, championing the versatility of drama-based teaching and learning designed in conjunction with classroom curricula. Written by seasoned educators and based upon their own extensive experience in diverse learning contexts, this book bridges the gap between theories of drama in education and classroom practice. Kathryn Dawson and Bridget Kiger Lee provide an extensive range of tried and tested strategies, planning processes and learning experiences, in order to create a uniquely accessible manual for those who work, think, train and learn in educational and/or artistic settings. It is the perfect companion for professional development and university courses, as well as for already established educators who wish to increase student engagement and ownership of learning. Teaching Language as Action in the ELA Classroom Routledge This book explores English language arts instruction from the perspective of language as “social actions” that students and teachers enact with and toward one another to create supportive, trusting relations between students and teachers, and among students as peers. Departing from a code-based view of language as a set of systems or structures, the perspective of languaging as social actions takes up language as emotive, embodied, and inseparable from the intellectual life of the classroom. Through extensive classroom examples, the book demonstrates how elementary and secondary ELA teachers can apply a languaging perspective. Beach and Beauchemin employ pedagogical cases and activities to illustrate how to enhance students’ engagement in open-ended discussions, responses to literature, writing for audiences, drama activities, and online interactions. The authors also offer methods for fostering students’ self-reflection to improve their sense of agency associated with enhancing relations in face-to-face, rhetorical, and online contexts. Creative Drama and Music Methods Activities for the Classroom Rowman & Littlefield The third edition of this popular text uses music and drama to promote learning across the curriculum and with all types of learners. Based on arts integration standards, differentiated instruction techniques, and current research, Creative Drama and Music Methods provides the theory along with applications to help teachers build confidence in using the arts in their daily lesson plans. The text is filled with hands-on activities that guide pre-service and K-8th grade teachers in understanding that integrating drama and music is easy, fun, and vital to fostering a child’s desire to explore, imagine, and learn. Examples are provided in each chapter, along with the purpose of the activity and tips for instruction. Rubin and Merrion provide activities that engage elementary and middle school students and range from simple stories and rhythmic activities to story dramatization and composition. All the activities can be comfortably incorporated into the classroom routine and place no additional burdens on the teacher. They are especially useful for educators with valid learning goals but limited experience in creative drama and music. Not typical for creative drama or music texts, Creative Drama and Music Methods takes a process approach to the two arts, placing primary significance on the learner’s growth and development. Engaging Children’s Minds: The Project Approach, 3rd Edition The Project Approach ABC-CLIO Now in its third edition, this book shows teachers how to incorporate the Project Approach into early childhood and elementary curricula, engaging children intellectually and heightening their capacities for thinking, hypothesizing, reasoning, and expressing their natural curiosity. • Presents the philosophical, theoretical, and research bases of project work that serve to explain how the Project Approach enables children to make better, more in-depth and accurate sense of their experiences and phenomena in their everyday environment • Includes descriptions of numerous projects implemented with children in a wide variety of settings to guide teachers through developing their own successful projects with children • Provides a comprehensively updated new edition of the well-known standard book on the Project Approach How Arts Education Makes a Difference Research examining successful classroom practice and pedagogy Routledge This book presents groundbreaking research on the ways the Arts fosters motivation and engagement in both academic and non-academic domains. It reports on mixed method, international research that investigated how the Arts make a difference in the lives of young people. Drawing on the findings of a longitudinal quantitative study led by the internationally renowned educational psychologist Andrew Martin, the book examines the impact of arts involvement in the academic outcomes of 643 students and reports on the in-depth qualitative research that investigates what constitutes best-practice in learning and teaching in the Arts. The book also examines drama, dance, music, visual arts and film classrooms to construct an understanding of quality pedagogy in these classrooms. With its evidence-based but highly accessible approach, this book will be directly and immediately relevant to those interested in the Arts as a force for change in schooling. How Arts Education Makes a Difference discusses: The Arts Education, Motivation, Engagement and Achievement Research Visual Arts, Drama and Music in Classrooms Technology-mediated Arts Engagement International Perspectives on Arts and Cultural Policies in Education This book is a timely collation of research and experiential findings which support the need to promote arts education in schools worldwide. It will be particularly useful for educationists, researchers in education and arts advocates. Reception Studies and Audiovisual Translation John Benjamins Publishing Company The coming of age of audiovisual translation studies has brought about a much-needed surge of studies focusing on the audience, their comprehension, appreciation or rejection of what reaches them through the medium of translation. Although complex to perform, studies on the reception of translated audiovisual texts offer a uniquely thorough picture of the life and afterlife of these texts. This volume provides a detailed and comprehensive overview of reception studies related to audiovisual translation and accessibility, from a diachronic and synchronic perspective. Focusing on all audiovisual translation techniques and encompassing theoretical and methodological approaches from translation, media and film studies, it aims to become a reference for students and scholars across these fields. Drama Schemes, Themes & Dreams How to Plan, Structure, and Assess Classroom Events that Engage All Learners Pembroke Publishers Limited This remarkable collection of resources shows teachers how to guide their students through the drama process. Drama Schemes, Themes & Dreams offers a comprehensive outline of improvisation and interpretation strategies that teachers can incorporate in classroom instruction. Organized around universal themes that invite students to make connections to texts and to
each other, the book encourages students to consider their own identities and their place in the world. Each chapter is organized around a framework that will engage students as they experience a wealth of dramatic activity. This practical and useful book features a host of sources for improving classroom instruction, including scripts, monologues, poetry, novel excerpts, and visual images. Strategy Schemes provide a framework for structuring the learning. Pieces written expressly for inclusion in this book are contributed by experienced educators and artists. The selected strategies enrich the meaning-making, creative process, and critical skills that students need to succeed in school and in life. New and experienced teachers in all subject areas will find the help they need to create meaningful and innovative learning opportunities for all learners. Cases on Models and Methods for STEAM Education IGI Global STEAM education can be described in two ways. One model emphasizes the arts and is not as concerned about the accuracy of the STEM fields. In the second model, STEM content is the prevailing force with a focus on accuracy, and the arts are used in limited and secondary resources for the teaching of the content. However, in order to promote creative thinking, allow for higher student engagement, and offer a more well-rounded education, a STEAM model, where science, technology, engineering, arts, and mathematics are equal contributors to the process of learning, is needed. Cases on Models and Methods for STEAM Education is an important scholarly resource that provides inclusive models and case studies highlighting best techniques and practices for implementing STEAM models in teaching and assists teachers as they learn to use such methods through the inclusion of practical activities for use in the classroom. Highlighting a wide range of topics such as science education, fine arts, and teaching models, this book is essential for educators, administrators, curriculum developers, instructional designers, policymakers, academicians, researchers, and students. Teaching Classroom Drama and Theatre Practical Projects for Secondary Schools Routledge This revised and updated edition of Teaching Classroom Drama and Theatre will be an essential text for anyone teaching drama in the modern classroom. It presents a model teachers can use to draw together different methodologies of drama and theatre studies, exemplified by a series of contemporary, exciting practical units. By re-appraising the different traditions and approaches to drama teaching in schools, it offers innovative, contemporary projects and lessons suitable for a wide range of teachers and learners. Divided into eight units with each one offering photocopiable resources and exploring a different theme, this book has been updated to reflect current trends in drama teaching and important themes in contemporary society such as: Myths and urban folklore Moral decisions Asylum seekers The transition from primary to secondary school Conflict resolution and propaganda Protest and resistance Medieval plays Transportation Crime and punishment. Each unit provides ideas and lesson plans which can be used as they are or adapted to suit your own particular needs. This book will be an invaluable resource for anyone who teaches - or is learning to teach - drama in secondary schools as well as those who work with young people in other drama settings. Story Drama Creating Stories Through Role Playing, Improvising, and Reading Aloud Pembroke Publishers Limited Part memoir and part guide, this book shows teachers how they can connect story and drama as they help students build their own imaginary worlds, drawn from their own real-life attitudes and understandings. Each chapter features effective frameworks and workshop lessons that can be easily implemented in any classroom. Learning about Social Issues through Scripts for Learners aged 11-16 Tried and tested projects for teachers Routledge Learning about Social Issues through Scripts for Learners aged 11-16 offers secondary drama teachers a new and exciting approach to exploring social issues with their students. Focusing on the issues that matter to young people, it includes a wide range of classroom and performance materials carefully tailored for differing abilities and ages. The book is based around four original play scripts exploring themes of antisocial behaviour, eating disorders, the effects of war on families and riots - that have been tried, tested and proven to motivate and engage young people. As well as building performance skills, each script is accompanied by detailed schemes of work to help students explore what the issues mean to them and develop their problem solving and thinking skills. The book also includes cross references to pedagogical techniques and approaches, assessment for learning and ‘learning to learn’. Written by an experienced author team, Learning about Social Issues through Scripts for Learners aged 11-16 provides a ‘one-stop shop’ for teachers to explore relevant and stimulating themes and topics that will engage students in lively debate, promote empathy and produce creative dramatic responses. “You Gotta BE the Book” Teaching Engaged and Reflective Reading with Adolescents Teachers College Press This award-winning book continues to resonate with teachers and inspire their teaching because it focuses on the joy of reading and how it can engage and even transform readers. In a time of next generation standards that emphasize higher-order strategies, text complexity, and the reading of nonfiction, “You Gotta BE the Book” continues to help teachers meet new challenges including those of increasing cultural diversity. At the core of Wilhelm’s foundational text is an in-depth account of what highly motivated adolescent readers actually do when they read, and how to help struggling readers take on those same stances and strategies. His work offers a robust model teachers can use to prepare students for the demands of disciplinary understanding and for literacy in the real world. The Third Edition includes new commentaries and tips for using visual techniques, drama and action strategies, think-aloud protocols, and symbolic story representation/reading manipulatives. Book Features: A data-driven theory of literature and literary reading as engagement. A case for undertaking teacher research with students. An approach for using drama and visual art to support readers’ comprehension. Guidance for assisting students in the use of higher-order strategies of reading (and writing) as required by next generation standards like the Common Core. Classroom interventions to help all students, especially reluctant ones, become successful readers. “This book points the way for us to cast our students as experts and collaborators in the educational enterprise.” —From the Foreword by Michael W. Smith, Temple University, College of Education “Simply put, it is a classic—timeless in its basic approach and yet full of relevant ideas and strategies for the era of Common Core.” —Deborah Appleman, Carleton College On the Second Edition: “This important book remains on the must-read list for literacy teachers working with adolescent learners.” —CHOICE “I hope this book is read and considered by all the stakeholders who can make a difference in education by following Wilhelm’s lead of improving instruction to enhance students’ lives.”
The Across Students Engaging Approaches Dramatic And Active With Learning And Teaching Transforming

Dramatic Interactions in Education draws together contemporary sociocultural research across drama and educational contents to draw out implications for researchers and practitioners both within and outside the field. Drama is a field for which human interactions, experience, emotional expression, and attitude are central, with those in non-arts fields discovering that understandings emerging from drama education can provide models and means for examining the affective and relational domains which are essential for understanding learning processes. In addition to this, those in the realm of drama education and applied theatre are realising that sociocultural and historical-cultural approaches can usefully inform their research and practice. Leading international theorists and researchers from across the UK, Europe, USA and Australia combine theoretical discussions, research methodologies, accounts of research and applications in classroom and learning contexts, as they explore concepts from Vygotsky's foundational work and interrogate key concepts such as perezhivanie (or the emotional, lived experience), development of self, zone of proximal development. Handbook of Research on Contemporary Storytelling Methods Across New Media and Disciplines IGI Global Stories are everywhere around us, from the ads on TV or music video clips...
to the more sophisticated stories told by books or movies. Everything comes wrapped in a story, and the means employed to weave the narrative thread are just as important as the story itself. In this context, there is a need to understand the role storytelling plays in contemporary society, which has changed drastically in recent decades. Modern global society is no longer exclusively dominated by the time-tested narrative media such as literature or films because new media such as videogames or social platforms have changed the way we understand, create, and replicate stories. The Handbook of Research on Contemporary Storytelling Methods Across New Media and Disciplines is a comprehensive reference book that provides the relevant theoretical framework that concerns storytelling in modern society, as well as the newest and most varied analyses and case studies in the field. The chapters of this extensive volume follow the construction and interpretation of stories across a plethora of contemporary media and disciplines. By bringing together radical forms of storytelling in traditional disciplines and methods of telling stories across newer media, this book intersects themes that include interactive storytelling and narrative theory across advertisements, social media, and knowledge-sharing platforms, among others. It is targeted towards professionals, researchers, and students working or studying in the fields of narratology, literature, media studies, marketing and communication, anthropology, religion, or film studies. Moreover, for interested executives and entrepreneurs or prospective influencers, the chapters dedicated to marketing and social media may also provide insights into both the theoretical and the practical aspects of harnessing the power of storytelling in order to create a cohesive and impactful online image. Engaging with Multicultural YA Literature in the Secondary Classroom Critical Approaches for Critical Educators Routledge With a focus on fostering democratic, equitable education for young people, Ginsberg and Glenn’s engaging text showcases a wide variety of innovative, critical classroom approaches that extend beyond traditional literary theories commonly used in K-12 and higher education classrooms and provides opportunities to explore young adult (YA) texts in new and essential ways. The chapters pair YA texts with critical practices and perspectives for culturally affirming and sustaining teaching and include resources, suggested titles, and classroom strategies. Following a consistent structure, each chapter provides foundational background on a key critical approach, applies the approach to a focal YA text, and connects the approach to classroom strategies designed to encourage students to think deeply and critically about texts, themselves, and the world. Offering a wealth of innovative pedagogical tools, this comprehensive volume offers opportunities for students and their teachers to explore key and emerging topics, including culture, (dis)ability, ethnicity, gender, immigration, race, sexual orientation, and social class. A Reflective Practitioner’s Guide to (mis)Adventures in Drama Education - or - What Was I Thinking? Intellect Books This collection of essays from many of the world’s leading drama education practitioners captures the challenges and struggles of teaching and learning through drama with honesty, humour, and vulnerability. Each essay investigates one particular mistake, or series of mistakes, and interrogates how these (mis)adventures changed the author’s future practice and thinking about learning and teaching through drama. Modelled on reflective practice, this book will be an essential, everyday guide to the challenges of drama education.

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts Sponsored by the International Reading Association Routledge The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, a comprehensive overview of research on this topic, extends conceptualizations of literacy to include all of the communicative arts (reading, writing, speaking, listening, viewing) and the visual arts of drama, dance, film, art, video, and computer technology. Contemporary Perspectives on Early Childhood Curriculum IAP Over the years, educational scholars have proposed different conceptions of the curriculum. It is as if each scholar, researcher, university educator, and practitioner has developed her or his own personal definition. Unfortunately, there is no one single definition that everybody has agreed upon. Table 1 presents a sample of these definitions. A universal definition for curriculum may continue to be elusive and may even change through the years to address changes in the social forces and changes in related school goals. Nonetheless, the approach in curriculum development is consistent. Curriculum developers establish goals, develop experiences, designate content, and evaluate experiences and outcomes. Most curriculum developers consistently use such terms as curriculum planning, curriculum development, curriculum implementation, and curriculum evaluation, and many others to describe curriculum related activities. Unfortunately, without a consistent definition of curriculum, it is difficult for the curriculum developers to identify what it is that needs to be planned, developed, implemented, or evaluated. If curriculum developers rely on the curriculum experts’ definitions, they will find that their definitions identify a product, a program, determine goals and objectives, and learner experiences. However, its heterogeneity may be inspiring if curriculum developers rely on the components of each definition that depict the richness of the field, which in turn, can provide a foundation for contemporary content, concepts, and creativity. A curriculum is an anthology of learning experiences, conceived and arranged based on a program’s educational goals and the community’s social forces. Each curriculum manifests an image of what children “ought to be and become” (Biber, 1984, p. 303) grounded on the awareness of social values and a system that interprets those values into experiences for learners. The concept of curriculum, as a distinctive domain of study within education, arose from the demand to arrange, organize, and translate such awareness into educational programs of study. It integrates the historical study of the goals and content of schooling, analyses of curriculum documents, and analyses of the children’s experiences in school. The first formal curriculum text was published in 1918 (Bobbit, 1918), although in the United States contemporary curriculum study goes back to the early 1890’s, when lead committees challenged the form and structure of public schooling. Presently curriculum development is fundamental at all educational levels. EBOOK: Becoming a Reflective English Teacher McGraw-Hill Education (UK) The world of teaching to teach is changing, with moves to make teaching an M level profession. This change places new academic and critical demands on those undertaking PGCE courses, as well as the practical demands of working in the classroom. The Standards for training to teach have changed to encompass a model and a level of reflective practice that is new, and students on teacher training programmes are now required to demonstrate engagement with their
subject and its pedagogy in a sustained and critical way at Masters level. Taking on a set of major issues surrounding the role of teacher of English, this book enables the reader to approach not only the practice of English, but also introduces them in a structured and practical way to the paradigmatic issues underpinning English as taught across the full Secondary age range and engages them with a range of policy and theoretical perspectives that will enable them truly and deeply to reflect on their processes as teachers and the impact of their teaching. It builds firm bridges between theory and practice through exploring evidence-based practice and pursues what this means for new English teachers. This book marks a step change in the literature available to support the professional development of student English teachers, as teaching is rapidly becoming a more research- and evidence-based profession. The materials in this book are innovative in supporting the development of the knowledge base in teaching at M level. Contributors: Angella Cooze, Robert Fisher, Jenny Grahame, Bethan Marshall, Jo McIntyre, Debra Myhill, Vicky Obied, Maggie Pittfield, Richard Quarshe, Gary Snapper, Linda Varley, Annabel Watson, Paula Zwozdiak-Myers Engaging Children’s Minds The Project Approach Greenwood A project is an in-depth study of a particular topic that one or more children undertake, and consists of exploring the topic or theme such as “building a house” over a period of days or weeks. This book introduces the project approach and suggests applications and examples of this approach in action. Chapters are: (1) “Profile of the Project Approach,” defining the approach and describing how project work complements other parts of the preschool curriculum; (2) “Research and Principles of Practice,” discussing the conceptual basis for a project approach; (3) “Project Work in Action,” illustrating the variety of project work; (4) “Features of the Project Approach,” presenting guidelines for project topic selection, types of project activities, choices children make in project work, the teacher’s role, and the three phases of project work; (5) “Teacher Planning,” focusing on selecting a topic, making a topic web, deciding on a project’s scope, and using five criteria for selecting and focusing on project topics; (6) “Getting Projects Started: Phase I,” detailing ways to engage children’s interest, initiate the introductory discussion, organize activities for early stages of extended projects, and involve parents; (7) “Projects in Progress: Phase II,” discussing ways to maximize children’s learning, interest, and motivation; (8) “Consolidating Projects: Phase III,” presenting various approaches to concluding a project, such as making presentations to other classes or evaluating the project; and (9) “The Project Approach in Perspective,” identifying the project approach as a complement and supplement to other aspects of the curriculum while giving teachers the opportunity to attend equally to social and intellectual development. Appendices present project descriptions, project guidelines, and a checklist for recording Missouri State Competencies applied in the course of project work. Contains about 140 references. (KDFB) Engaging Boys in Treatment Creative Approaches to the Therapy Process Taylor & Francis This edited book is the first of its kind to focus on creative approaches to the treatment of boys, providing a valuable resource for both students and professionals seeking new and effective strategies for reaching their young male clients. Enriching Mathematics in the Primary Curriculum Learning Matters How do I enrich children’s learning of primary mathematics to bring the subject to life? This book inspires and supports you, the new and beginning teacher, to use talk-rich and open tasks that bring mathematics to life in your classroom. Tried and loved practical tasks that engage and motivate Supports you to create confident and resilient mathematicians in your classroom Finds ways to engage children in mathematics across the primary curriculum Focuses on understanding key mathematical concepts and the connections between them Drama as Therapy Volume 2 Clinical Work and Research Into Practice Routledge How is dramatherapy practised? What does research reveal about how dramatherapy offers therapeutic change? This book examines the many ways clients and therapists explore the therapeutic possibilities of drama. Whilst the first volume combined theory, practice and research in the field, this second volume concentrates on clinical material from a range of contexts, with thorough description and analysis of therapeutic work. Bringing together international contributors, chapters explore work with various client groups in an array of contexts, including: work with clients learning disabilities, dementia, HIV and cancer work with children, adults, older adults, families and women’s groups contexts including the justice system, education, family therapy and neurorehabilitation. Drama as Therapy Volume 2: Clinical Work and Research into Practice is not only a welcome companion to the first volume, but also is an important stand alone work which will be of great interest to all those studying, practising or with an interest in dramatherapy. The Columbia History of Chinese Literature Columbia University Press Comprehensive yet portable, this account of the development of Chinese literature from the very beginning up to the present brings the riches of this august literary tradition into focus for the general reader. Organized chronologically with thematic chapters interspersed, the fifty-five original chapters by leading specialists cover all genres and periods of poetry, prose, fiction, and drama, with a special focus on such subjects as popular culture, the impact of religion upon literature, the role of women, and relationships with non-Sinitic languages and peoples. Eager to Learn Educating Our Preschoolers National Academies Press Clearly babies come into the world remarkably receptive to its wonders. Their alertness to sights, sounds, and even abstract concepts makes them inquisitive explorers—and learners—every waking minute. Well before formal schooling begins, children’s early experiences lay the foundations for their later social behavior, emotional regulation, and literacy. Yet, for a variety of reasons, far too little attention is given to the quality of these crucial years. Outmoded theories, outdated facts, and undersized budgets all play a part in the uneven quality of early childhood programs throughout our country. What will it take to provide better early education and care for our children between the ages of two and five? Eager to Learn explores this crucial question, synthesizing the newest research findings on how young children learn and the impact of early learning. Key discoveries in how young children learn are reviewed in language accessible to parents as well as educators: findings about the interplay of biology and environment, variations in learning among individuals and children from different social and economic groups, and the importance of health, safety, nutrition and interpersonal warmth to early learning. Perhaps most significant, the book documents how very early in life learning really begins. Valuable conclusions and recommendations are presented in the areas of the teacher-child relationship, the organization and content of curriculum, meeting the needs of those children most at risk of school failure, teacher
The book discusses: Evidence for competing theories, models, and approaches in the field and a hard look at some day-to-day practices and activities generally used in preschool. The role of the teacher, the importance of peer interactions, and other relationships in the child’s life. Learning needs of minority children, children with disabilities, and other special groups. Approaches to assessing young children’s learning for the purposes of policy decisions, diagnosis of educational difficulties, and instructional planning. Preparation and continuing development of teachers. Eager to Learn presents a comprehensive, coherent picture of early childhood learning, along with a clear path toward improving this important stage of life for all children.

Planning Process Drama Enriching Teaching and Learning Routledge Process drama is now firmly established, internationally, as a powerful and dynamic pedagogy. This clear and accessible book provides a practical, step-by-step guide to the planning of process drama. Grounded in theory and illustrated in practice, it identifies and explains the principles of planning and shows how they can be applied across age ranges and curricula. Drawing on the authors’ wide-ranging practical experience and research, examples are built up and run throughout the book, at each step showing how and why the teachers’ planning decisions were made. This second edition features: a wider range of examples illustrating the planning principles in practice, two completely new chapters: one deals with planning for diverse learner groups and the other moves the reader on from the pre-action planning phase to the ‘planning on your feet’ required as the drama unfolds. incorporated new material to reflect recent understanding of how learning takes place. Written as a conversation between reader and authors, Planning Process Drama will help practitioners to update and refine their practice and strengthen their understanding, skills and confidence. Planning Process Drama will be an essential guide for students undertaking initial teacher training at primary level, in addition to both Drama and English at secondary level, and a Masters in Drama in Education. It will also prove to be valuable reading for specialist and non-specialist teacher in both the primary and secondary sectors who teach, or wish to teach, process drama. Dramatic Literacy Using Drama and Literature to Teach Middle-level Content Drama By integrating the dramatization of children’s literature into content studies, we allow students to show their interpretation of the characters, plot, and setting. Storymaking and Drama An Approach to Teaching Language and Literature at the Secondary and Postsecondary Levels Heinemann Educational Publishers In this book, Nancy King shows how storymaking and drama are powerful ways to engage students as they read novels, plays, poetry, and autobiography, and how both students and teachers benefit from educational opportunities based on dialogue rather than lecture. National Education Technology Plan Nova Science Pub Incorporated Education is the key to America’s economic growth and prosperity and to our ability to compete in the global economy. It is the path to higher earning power for Americans and is necessary for our democracy to work. It fosters the cross-border, cross-cultural collaboration required to solve the most challenging problems of our time. The National Education Technology Plan 2010 calls for revolutionary transformation. Specifically, we must embrace innovation and technology which is at the core of virtually every aspect of our daily lives and work. This book explores the National Education Technology Plan which presents a model of learning powered by technology, with goals and recommendations in five essential areas: learning, assessment, teaching, infrastructure and productivity. Young Children and the Environment Cambridge University Press This is an essential text for students, teachers and practitioners in a range of early childhood education and care settings.