

# The Role Of Gender In Educational Contexts And Outcomes Volume 47 Advances In Child Development And Behavior Pdf

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NAVIGATING IN

EDUCATIONAL

CONTEXTS Oct 25  
2022 Navigating in  
Educational  
Contexts: Identities  
and Cultures in  
Dialogue includes  
selected papers  
from the 2009  
Biennial  
Conference of the  
International Study  
Association on  
Teachers and  
Teaching (ISATT),  
held at the  
University of  
Lapland in Finland.  
This volume  
contains keynote  
addresses and  
papers based on the  
thematic  
presentations held  
at the conference:  
Identity, context  
and marginality,  
Professional  
development and  
learning, Context  
and teaching, and  
ICT in teaching and  
learning. The  
articles open  
perspectives to the

challenges in.  
education and point  
to the need for  
dialogue between  
different racial,  
cultural, social and  
gender groups. The  
articles benefit  
educators, teacher  
educators and  
policy makers  
aiming to enhance  
equity and equality.  
Insights into  
teachers'  
professional and  
personal knowledge  
are combined with  
wider social,  
cultural and global  
issues, and through  
experiences of  
learning both in  
Real Life and  
Second Life. There  
are many inspiring  
and promising ideas  
and approaches of  
how to promote  
quality teaching  
and learning. Under  
network-based  
education the topics  
of ICT skills and

experiences,  
models of ICT  
integration, virtual  
reality and a  
simulation-based  
learning and online  
tutoring are being  
described and  
assessed. The book  
is rooted in the  
studies, practises  
and arguments of  
researchers,  
teachers, educators  
and students  
navigating in  
diverse educational  
contexts. It will  
fascinate all those  
involved and  
interested in  
challenging  
educational  
practises and  
thinking.  
School Leadership  
in Diverse Contexts  
Jul 30 2020 School  
Leadership in  
Diverse Contexts  
demonstrates the  
centrality of context  
to understanding  
school leadership.

It offers varied portrayals of leadership in a diverse range of distinct settings. Each chapter highlights the prominence of context in understanding the realities of school leadership, focusing on issues and influences that school leaders face, strategies school leaders adopt to deal with the complexities of their work, and conceptualisations of school leadership relevant to the context. An impressive array of international experts examine this neglected area of research by considering school leadership in nine heterogeneous contexts, providing rich and varied

portrayals of school leadership and suggesting ways in which the leadership may be enhanced. *School Leadership in Diverse Contexts* is an ideal book for undergraduate and postgraduate students, particularly those studying units in educational leadership, comparative education and educational policy. Similarly undergraduate and postgraduate students engaged with development studies, history, sociology, law, human geography will be attracted to this text.

[Assessing Contexts of Learning](#) Jun 28 2020 This volume brings together educational

effectiveness research and international large-scale assessments, demonstrating how the two fields can be applied to inspire and improve each other, and providing readers direct links to instruments that cover a broad range of topics and have been shown to work in more than 70 countries. The book's initial chapters introduce and summarize recent discussions and developments in the conceptualization, implementation, and evaluation of international large-scale context assessments and provide an outlook on possible future developments. Subsequently, three thematic sections -

“Student Background”, “Outcomes of Education Beyond Achievement”, and “Learning in Schools” – each present a series of chapters that provide the conceptual background for a wide range of important topics in education research, policy, and practice. Each chapter defines a conceptual framework that relates recent findings in the educational effectiveness research literature to current issues in education policy and practice. These frameworks were used to develop interesting and relevant indicators that may be used for meaningful

reporting from international assessments, other cross-cultural research, or national studies. Using the example of one particular survey (the Programme for International Student Assessment (PISA 2015)), this volume links all theoretical considerations to fully developed questionnaire material that was field tested and evaluated in questionnaires for students and their parents as well as teachers and principals in their schools. The primary purposes of this book are to inform readers about how education effectiveness research and

international large-scale assessments are already interacting to inform research and policymaking; to identify areas where a closer collaboration of both fields or input from other areas could further improve this work; to provide sound theoretical frameworks for future work in both fields; and finally to relate these theoretical debates to currently available and evaluated material for future context assessments. Human Resource Management in Education Apr 07 2021 The study of educational leadership makes little sense unless it is in relation to who the leaders are,

how they are leading, what is being led, and with what effect. Based on the premise that learning is at the heart of leadership and that leaders themselves should be learners, the Leadership for Learning series explores the connections between educational leadership, policy, curriculum, human resources and accountability. Each book in the series approaches its subject matter through a three-fold structure of process, themes and impact. Series Editors - Clive Dimmock, Mark Brundrett and Les Bell The effects of globalization are evident in education policy

around the world. Governments from the United States to China are driving their education systems to produce more skilled, more flexible, more adaptable employees. The pressure to perform is all-pervasive, meaning present-day leaders have to go beyond the principles of humane and equitable management practice and look for a competitive advantage through strategies that enhance motivation, build capacity for organizational improvement, and produce better value-added performance. Human Resource Management in Education debates the fundamental

question of how far effective human resource management policies can enable schools and colleges to transcend the paradoxes of the global reform agenda. It analyses the relationship between leadership, the classroom and results, and uses case studies to explore the extent to which performance is enhanced by distributed leadership and constrained by social, political and economic contexts. The book is divided into three parts: examining the current context of human resource management, by critically analysing globalization, human capital

theory, and worldwide trends in government legislation, societal values, and teacher culture(s); exploring two pairs of contemporary themes in human resource management, by comparing the roles of leaders and followers, on the one hand, and contrasting learning and greedy organizations, on the other; looking at how the context and the themes impact on particular contemporary practices in human resource management, by analysing the selection and development of professionals, the remodelling of school teams and the management of

performance. The authors carefully blend advocacy with evidence to ensure relevance for both practitioner and academic audiences across the globe. The book would be of particular use to students on masters courses in educational leadership.

**Improving Learning in a Professional Context** Nov 14

2021 Improving Learning in a Professional Context provides vital new evidence on exactly how teachers learn to be teachers; evidence that is likely to affect and influence the profession for many years to come.

Demonstrating that learning in schools

is more than simple 'cognitive' knowledge of the curriculum and teaching skills, this book suggests that we need to pay more attention to the emotional, relational, ethical, material, structural and temporal dimensions of the teaching experience. Based on empirical research, including interviews with new teachers, by teachers themselves, on a scale rarely seen before, the book reveals the complexity of learning in a professional context and gives some basic truths about what really matters in teaching. This book offers a fundamental critique of policy

but also the prospect of constructive change for the better as the authors present accounts of what the 'real' experience of beginning teaching may be like, as well as lines for future research. Key questions are answered, such as: Do we really understand what beginners go through in the workplace? What is the experience of new teachers as they join one of the largest workforces in the developed world? What do teachers learn in the school, one of our universal institutions? Becoming a teacher is a transformative search by individuals for their teaching identities

and, with this book, teachers and teacher educators can at last begin to understand this complex developmental process. IMPROVING LEARNING SERIES The Improving Learning series supports evidence-informed professional practice and policy-making in education. Each book showcases findings from the Teaching and Learning Research Programme (TLRP) - one of the world's largest coordinated educational research initiatives. For those with a commitment to the improvement of outcomes for learners, these books are essential reading.

**Practice Teaching**  
Aug 23 2022  
Written for language teachers in training, this book surveys issues and procedures in conducting practice teaching. Written for language teachers in training at the diploma, undergraduate, or graduate level, Practice Teaching, A Reflective Approach surveys issues and procedures in conducting practice teaching. The book adopts a reflective approach to practice teaching and shows student teachers how to explore and reflect on the nature of language teaching and their own approaches to teaching through their experience of practice teaching.

## **Storytelling Practices in Home and Educational Contexts**

Nov 02 2020 This book brings together researchers from across the globe to share their work on the micro-analyses of storytelling. By doing so, the book helps to deepen the understanding of, and track storytelling practices cross-culturally and longitudinally in the home, at school, and in higher education. Through the unique focus on education and learning, this book provides a lens with which to identify how children's language development and sense of self in storytelling are supported in various contexts:

the home, classroom, playground or in the school context. It explores the work, identity and practices of teachers and lecturers in teaching, learning, reflection and supervision. Importantly, in identifying these practices, the book presents opportunities to assist parents and teachers, to inform pedagogy in teacher education, and to support effective doctoral supervision. The focus on storytelling in homes, education, and for learning, and the practical applications of the findings, contributes to the ongoing research in both education and

conversation analysis. Chapter 8 is available open access under a Creative Commons Attribution 4.0 International License via [link.springer.com](http://link.springer.com). *Teaching and Learning Through Dramaturgy* Aug 31 2020 The aim of this book is to contribute a dramaturgical perspective to education. The authors write from a dramaturgical perspective about the planning of teaching, leadership in the classroom, the teacher-body, the teacher's oral skills and ethics, communication, and about the spaces in which teaching takes place. The book is written with the pre-



understanding that the ways in which art creates knowledge need to be illuminated and articulated more clearly in educational thinking, thereby enhancing artful engagement in education. Dramaturgical perspectives are presented as such a way - a form of knowledge that the artform of drama/theatre can contribute to teaching and learning in general. Through examples and analyses of empirical material, as well as through theoretical perspectives the authors show chapter by chapter how dramaturgy and a dramaturgically inspired language

and concepts create more possibilities of choice for teachers in planning and carrying out their teaching. Teaching and Learning through Dramaturgy brings to the forefront what will be enabled in teaching and planning of teaching, by making use of a dramaturgically inspired language and action, what in principle is possible in every subject.

### **Curriculum Integrated Language Teaching**

Jan 16 2022 A guide on how to implement CLIL in the classroom to foster motivation, engagement and progress in language learning.

### **Mobile Assisted Language**

### **Learning Across Educational Contexts**

Feb 05 2021 This concise collection critically reflects on mobile assisted language learning research across educational stages, from early childhood through to university settings. // The volume traces the development of MALL practices through researchers' and teachers' efforts to make sense of the impact of mobile technologies on formal and informal second language learning and development. The chapters explore a range of topics around mobile learning design, implementation, and affordances across different educational and

geographic contexts, drawing on both qualitative and quantitative perspectives. In so doing, the book creates a broader conversation around the importance of continuity in the successful integration of MALL practices into L2 learning curricula across the educational lifespan. // This book will appeal to students and scholars in applied linguistics and language teaching and learning, especially to those with a specific interest in mobile technologies.

**Handbook of Research on Students' Research Competence in Modern**

**Educational Contexts** Oct 21 2019 While there are many ways to collect information, students have trouble understanding how to employ various research methods effectively, since everyone learns and processes information differently.

Instructing students on successfully using research methods is a continual challenge in education. The Handbook of Research on Students' Research Competence in Modern Educational Contexts is a scholarly resource that examines the critical analysis of the development of research competence in

students. Featuring coverage on a broad range of topics, such as educational technologies, cognitive interest, and research capacity, this book is geared towards academicians, researchers, and students seeking current research on the development of research competence.

*Contemporary Capacity-Building in Educational Contexts* Jul 10 2021 Contemporary Capacity-Building in Educational Contexts extends current understandings of what capacities and capacity-building are and of the dimensions that maximise their prospects of success in current

educational policy-making and provision. It does this by exploring how capacity-building is implemented among nine groups of research participants, including Australian, Dutch and English circus families, migrants and refugees in an Australian regional town, and a university education research team. These data sets are analysed to address eight 'hot topics' and 'wicked problems' in contemporary education: consciousness; creativity; dis/empowerment and agency; diversity and identity; forms of capital and currencies;

knowledge sharing; regionality and rurality; and resilience. *Conducting Research in Educational Contexts* Oct 13 2021 `Where was this book during the last five years when I was working with so many educational professionals on their dissertations? We could have used this book! The step-by-step process is clear for those new to research and accurately reflects the best of research theory. This text will also be an excellent "on the shelf" immediate reference for educators who want to conduct on-site research in their schools and classrooms after they have finished

their dissertations and theses.' Diane M. Dunlap, Adjunct Professor in the Department of Educational Leadership, University of Oregon, USA Anyone embarking on a research project for the first time is likely to be daunted by the research process and the huge array of seemingly impenetrable terminology. This user-friendly yet comprehensive book is divided into three sections. The author carefully guides the reader step-by-step through the entire research process, from getting started and gathering data, to making sense of the data. Accessible and down-to-earth, this book will prove

an invaluable resource for educational researchers everywhere. 'A fresh and lively approach to issues of undertaking diverse studies across a broad spectrum. It raises questions and challenges students to think and consider moral questions too.'

Miriam E. David, Professor of Education, Institute of Education, University of London, UK 'A thoughtful, accessible, "no-nonsense" guide to educational research written for the novice researcher. Research supervisors should point their students towards this helpful "one-stop" shop for

good practical ideas on conducting robust educational research.'

Richard James, Professor of Higher Education and Director of Centre for the Study of Higher Education, University of Melbourne, Australia

**Changing Educational Contexts, Issues and Identities**

May 08 2021

The contributors to this text document major intellectual and paradigmatic changes in the field of comparative education in the light of the history and development of the journal 'Comparative Education'. This book explores the impact of key issues upon policy and practice world-

wide.

**Understanding Decision-Making in Educational Contexts** Jun 21 2022

Understanding Decision-Making in Educational Contexts presents 'problem cases' confronting school leaders in real settings, and illustrates the multiple approaches that school leaders draw upon to navigate complex and challenging decision-making contexts.

*Self-Directed Learning Strategies in Adult Educational Contexts* Feb 17 2022

Today's global educational environment includes the emergence of adult learners

participating in formal and informal educational encounters for the purposes of professional development or personal enrichment. These learners must possess the conceptual and attitudinal idea of self-directed learning in order to be skilled workers and fulfilled human beings. Self-Directed Learning Strategies in Adult Educational Contexts is a critical scholarly publication that examines the impacts of self-directed learning methods and strategies on adult learning in various formal and informal learning situations and educational encounters.

Featuring topics such as andragogy, learning analytics, and educational technologies, this book is geared toward adult educators, administrators, principals, professors, human resource managers, educational professionals, and researchers working in the fields of andragogy, adult learning theory, professional development, instructional technology, and curriculum development.

**Education and the Risk Society** Mar 18 2022

Sociological and anthropological literature has examined how contemporary western society has become a “risk

society.” Education and the Risk Society is the first volume to explore this seminal concept through the lens of education. Drawing on a theoretical literature that has great potential as a lens to view changes in neoliberal discourses of global capitalism from both critical and generative perspectives, Education and the Risk Society presents situated, empirical studies investigating an uncertain world as people practice it on the ground, through language and activity, within educational settings.

*Marginality and Difference in Education and*

*Beyond* Mar 26  
2020 A collection  
that brings together  
analyses from  
educational  
contexts around the  
world of the ways in  
which notions of  
identity and  
difference,  
belonging and  
exclusion are  
constructed within  
and beyond the  
context of  
education. It is  
suitable for  
academics, for  
students working at  
masters level and  
above, and for  
educational  
professionals.

**Epistemological  
Approaches to  
Digital Learning  
in Educational  
Contexts** Sep 12  
2021

Epistemological  
Approaches to  
Digital Learning in  
Educational  
Contexts is

dedicated to topical  
issues in school  
education and  
pedagogical science  
related to the  
learning process in  
a technology and  
media enriched  
environment. It  
opens up  
discussions on the  
development of the  
educational science  
sector and  
strategies for smart  
pedagogy to  
promote synergy  
between technology  
and pedagogy to  
support students in  
the learning  
process. The book  
presents different  
perspectives on  
how to evaluate the  
enhancement of  
technology use,  
which can help  
improve  
Computational  
Thinking skills. It  
also helps in  
identifying the  
changes in pupils'

algorithmic  
thinking through  
programming in  
Scratch 2.0. The  
book further  
explores the way  
digitally-mediated  
materiality may  
support teaching  
practice and  
proposes tools that  
are available for the  
educational curator  
in a digital learning  
environment. This  
book will be of  
great interest to  
academics,  
researchers, and  
post-graduate  
students in the  
fields of higher  
education,  
vocational  
education, and  
digital learning.  
*Radical Solutions  
for Education in a  
Crisis Context* Jan  
24 2020 This book  
presents how to  
keep working on  
education in  
contexts of crisis,

such as emergencies, zones of conflict, wars and health pandemics such as COVID-19. Specifically, this work shows a number of strategies to support global learning and teaching in online settings. Particularly, it first presents how to facilitate knowledge sharing and raising awareness about a specific crisis, to increase people's safety, including educators and learners. The book then discusses various techniques, mechanisms and services that could be implemented to provide effective learning support for learners, especially in learning environments that

they do not daily use, such as physical classrooms. Further, the work presents how to teach and support online educators, no matter if they are school teachers, university lecturers, youth social workers, vocational training facilitators or of any other kind. Finally, it describes worldwide case studies that have applied practical steps to keep education running during a crisis. This book provides readers with insights and guidelines on how to maintain learning uninterrupted during contexts of crisis. It also provides basic and practical recommendations

to the various stakeholders in educational contexts (students, content providers, technology services, policy makers, school teachers, university lecturers, academic managers, and others) about flexible, personalised and effective education in the context of crisis.

*Special Educational Provision in the Context of Inclusion*  
Dec 15 2021 This text traces the development of special educational provision and goes on to concentrate on some of the key issues relevant to professionals currently working in the field. It looks at the recent drive towards inclusion and the implication

this has for schools. In the present market-oriented context in education, there are a number of dilemmas facing schools that attempt to include all pupils and at the same time respond to the current focus on academic achievement in a national climate of competition and accountability. The book offers practical examples of ways to resolve these dilemmas at the level of the LEA, the school, the classroom and the individual child. Part One gives an overview of special and inclusive education, current thinking around issues related to equal opportunities, and how this affects schools. It also

illustrates how one Local Education Authority has tried to promote a policy of inclusion in its schools. Part Two includes a discussion of the challenges facing teachers in schools who attempt to put current national policies related to inclusion into practice and provides practical examples of whole-school and classroom initiatives to support the learning of groups of pupils and individuals within them. Included are chapters on professional development for teachers of special educational needs, classroom strategies for teacher and pupil support teachers

and advice on differentiation, OFSTED and inclusive schools, the SENCO in the secondary school, and equal opportunities for all. This book will appeal to all teachers, SENCOs, head teachers and governors in every sector of the education system, parents, academics and course members on teachers' continuing professional development courses.

**Wellbeing in Educational Contexts** \ Dec 27 2022

**Teaching in Context** Dec 03 2020 Teaching in Context provides new evidence from a range of leading scholars showing



that teachers become more effective when they work in organizations that support them in comprehensive and coordinated ways. The studies featured in the book suggest an alternative approach to enhancing teacher quality: creating conditions and school structures that facilitate the transmission and sharing of knowledge among teachers, allowing teachers to work together effectively, and capitalizing on what we know about how educators learn and improve. The studies also show how social dynamics influence the speed, depth, and success with

which any new idea is implemented, and how policies enacted without adequate consideration of their impact on the social fabric of schools can produce unintended negative consequences. Policies aimed at improving teaching should focus on strengthening the organization as a whole so that all teachers are likely to improve. The chapters in this book point to the need to reevaluate current policies for assessing and ensuring teacher effectiveness, and establish the foundation for a more thoughtful, research-informed approach.

**Self and Social Identity in**

**Educational Contexts** Nov 26 2022 This innovative volume integrates social identity theory with research on teaching and education to shed new and fruitful light on a variety of different of pedagogical concerns and practices. It brings together researchers at the cutting edge of new developments and with a wealth of teaching and research experience. The work in this volume will have a significant impact in two main ways. First and foremost, the Social Identity Approach applied will provide the theoretical and empirical platform for the development

of new and creative forms of practice in educational settings. Just as the application of this theory has made significant contributions in organizational and health settings, a similar benefit will accrue for conceptual and practical developments related to learners and educators--from small learning groups to larger institutional settings--and in the development of professional identities that reach beyond the classroom. It demonstrates the potential of applying social identity theory to education and will stimulate increased research activity and interest in this

domain based on themes developed in the book. By focusing on self, social identity, and education, this volume investigates with unprecedented clarity the social and psychological processes by which learners' personal and social self-concepts shape and enhance learning and teaching. Self and Social Identity in Educational Contexts will appeal to advanced students and researchers in education, psychology and social identity theory. It will also be of immense value to educational leaders and practitioners, particularly at tertiary level.

**The Role of Gender in**

**Educational Contexts and Outcomes** Apr 19 2022 Volume 47 of Advances in Child Development and Behavior includes chapters that highlight some the most recent research in the area of gender in educational contexts and outcomes. A wide array of topics are discussed in detail, including sexism, race and gender issues, sexual orientation, single-sex education, and physical education. Each chapter provides in-depth discussions, and this volume serves as an invaluable resource for developmental or educational psychology researchers, scholars, and

students. Chapters that highlight some of the most recent research in the area. A wide array of topics are discussed in detail

**Revisiting The Chinese Learner**

Apr 26 2020 It is seventeen years since I first formulated 'The paradox of the Chinese learner' in a conference in Kathmandu, Nepal. My original formulation of the paradox was that westerners saw Chinese students as rote learning massive amounts of information in fierce exam-dominated classrooms – yet in international comparisons, students in the Confucian heritage classrooms greatly outperformed

western students learning in 'progressive' western classrooms. This seeming paradox raised all sorts of questions to which many others have contributed important answers, especially that by Ference Marton on how Chinese learners construed the roles of memory and understanding in ways that were foreign to typical western educators. Much of this work was brought together in *The Chinese Learner* (1996), edited by David Watkins and myself. That work raised more questions still, especially about educational contexts, beliefs and practices, which were

investigated in contributions to *Teaching the Chinese Learner* (2001). And now we have *Revisiting the Chinese Learner*, which is a very timely collection of excellent contributions that take into account the many changes that have taken place since 2001, changes such as: 1. The globalisation of education especially through educational technology, and enormous socio-economic changes, especially in China itself. 2. Changes in educational policy, aims, curriculum and organisation, and decentralisation of educational decision-making in many Confucian heritage cultures.

3. *Second Language Interaction in Diverse Educational Contexts* Aug 11 2021 This volume brings together empirical research that explores interaction in a wide range of educational settings. It includes work that takes a cognitive, brain-based approach to studying interaction, as well as studies that take a social, contextual perspective. Interaction is defined quite broadly, with many chapters focusing on oral interaction as is typical in the field, while other chapters report work that involves interaction between learners and technology. Several studies describe the

linguistic and discourse features of interaction between learners and their interlocutors, but others demonstrate how interaction can serve other purposes, such as to inform placement decisions. The chapters in the book collectively illustrate the diversity of contemporary approaches to interaction research, investigating interactions with different interlocutors (learner-learner, learner-teacher), in a variety of environments (classrooms, interactive testing environments, conversation groups) and through different

modalities (oral and written, face-to-face and technology-mediated).

### **Design-Based Research in Education**

Jan 04 2021 Effective research in educational settings requires collaboration between researchers and school-based practitioners to codesign instruction and assessment, analyze findings to inform subsequent iterations, and make thoughtful revisions. This innovative reference and course text examines the theory and practice of design-based research (DBR), an important methodology for conducting studies

in authentic educational contexts. Leading experts provide specific examples of high-quality DBR addressing different research foci, grade levels, and subject areas (literacy/English language arts, math, and science). Applications are presented for curriculum development, intervention, assessment, and digital contexts, as well as teaching second-language learners. Also addressed is DBR's role in educator preparation, professional development, dissertation research, and technical education. *The Nature of Research* Jun 09 2021 Increasingly,

new academics are entering higher education without conventional research training and without a clear idea of what research actually involves. This is particularly true of academics who enter from having spent time in a profession including many in the newer disciplines. In addition, institutions of higher education which do not have a tradition of research are increasingly competing for research funding. *The Nature of Research* looks at this background and discusses what is wrong with academic research and discusses what is wrong with

academic research today, what needs to change for it to survive, how to allow new kinds of research to flourish, directions for future action and how academic research can teach us to live in today's complex and uncertain society. The aim of the book, then, is to provide a stimulus to thinking about the nature and role of research with a view to considering what might be appropriate in the next century. Since research is so central to university life, looking at research will tell us much about what the university of the future might be like. **Resilience in Education** May 20 2022 This volume focuses on

resilience in educational contexts which has emerged as an important field of research, with recent investigation into resilience of school students teachers, and post-secondary students and staff. The book integrates theoretically diverse viewpoints and research advancing relevant theory. It furthermore presents interventions which aim enhancing resilience in the educational context. The interplay between more basic research and actual practice in the classroom, university or workplace enriches relevant theory and research. Each

chapter includes an explanation of how resilience is conceptualized in the research and the methods used to examine resilience. The chapters also provide a description of the context in which the research was conducted and how particular aspects of context influence the resilience process. Innovative approaches to exploring resilience are highlighted as well as directions for future research. *Contemporary Perspectives on Social Capital in Educational Contexts* Sep 24 2022 The currency of social capital serves as an important function given the capacity to generate

external access (getting to) and internal accountability (getting through) for individuals and institutions alike. Pierre Bourdieu (1986) defines social capital as “the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition or in other words, to membership in a group” (p. 251). Social capital contains embedded resources as a tool for manifesting opportunities and options among individuals and groups. Inevitably, the aforementioned

opportunities and options become reflective of the depth and breadth of access and accountability experienced by the individual and institution. As educational stakeholders, we must consistently challenge ourselves with the question, "How do K-12 schools and colleges and universities accomplish shared, egalitarian goals of achieving access and accountability?" Such goals become fundamental toward ensuring students matriculating through K-12 and higher education, irrespective of background, are provided the caliber of education and schooling

experience to prepare them for economic mobility and social stability. To that end, the volume, *Contemporary Perspectives on Social Capital in Educational Contexts* (2019), as part of the book series, *Contemporary Perspectives on Capital in Educational Contexts*, offers a unique opportunity to explore social capital as a currency conduit for creating external access and internal accountability for K-12 and higher education. The commonalities of social capital emerging within the 12 chapters of the volume include the following: 1)

Social Capital as Human Connectedness; 2) Social Capital as Strategic Advocacy; 3) Social Capital as Intentional Engagement; and 4) Social Capital as Culturally-Responsive Leadership. Thus, it becomes important for institutions of education (i.e. secondary, postsecondary, continuing) and individuals to assume efforts with intentionality and deliberateness to promote access and accountability. **Compassion and Empathy in Educational Contexts** Jul 22 2022 This book explores the importance of compassion and empathy within educational

contexts. While compassion and empathy are widely recognised as key to living a happy and healthy life, there is little written about how these qualities can be taught to children and young people, or how teachers can model these traits in their own practice. This book shares several models of compassion and empathy that can be implemented in schooling contexts, also examining how these qualities are presented in children's picture books, films and games. The editors and contributors share personal insights and practical approaches to improve both awareness and use

of compassionate and empathetic approaches to others. This book will be of interest and value to all those interested in promoting compassion and empathy within education. *Ethical and Methodological Issues in Researching Young Language Learners in School Contexts* Nov 21 2019 This book focuses on ethical and methodological issues faced by researchers working with young language learners in formal school contexts. It uncovers and explicitly discusses a range of ethical dilemmas, challenges and experiences that researchers have

encountered and grappled with, in studies of all kinds from large scale, experimental studies to ethnographic studies focused on just a handful of children. The chapters are written by researchers working with children in different classroom contexts around the world and highlight how ethical dilemmas and tensions take on a complex form in child-focused research, requiring researchers to pay particular attention to the social and cultural norms of the different communities within which children are educated as well as their school-based experiences. The book comprises



three sections, with the first part focused on involving children as active participants in research; part two on ethical challenges in multilingual contexts and part three on links between teacher education and researching children. The book includes a critical discussion of the opportunities and challenges associated with applying the UNCRC (1989) document in second language research with children which will be of use to any researcher working in this area. *Drama in Education* Feb 23 2020 As schools have become more aware of their role in

addressing personal and social issues, the importance of 'values and attitudes' have begun shaping education and curricula worldwide. *Drama in Education* explores the six fundamental pillars of the national curriculum guide of Iceland in relation to these changing values and attitudes. Focusing on the importance of human relations, this book explores literacy, sustainability, health and welfare, democracy and human rights, equality and creativity. It demonstrates the capability of drama as a teaching strategy for effectively working towards these

fundamental pillars and reflects on how drama in education can be used to empower children to become healthy, creative individuals and active members in a democratic society. Offering research-based examples of using drama successfully in different educational contexts and considering practical challenges within the classroom, *Drama in Education: Exploring Key Research Concepts and Effective Strategies* is an essential guide for any modern drama teacher. **Relationality and Learning in Oceania** Sep 19 2019 *Relationality and Learning in Oceania:*

Contextualizing Education for Development critically engages debates in comparative education and international development relating to context, culture, language and indigenous epistemologies. It draws on experiences of a south-north research-practice team in Solomon Islands and Tonga. *Handbook of Social Influences in School Contexts* Dec 23 2019 The Handbook of Social Influences in School Contexts draws from a growing body of research on how and why various aspects of social relationships and contexts contribute to children's social and academic

functioning within school settings. Comprised of the latest studies in developmental and educational psychology, this comprehensive volume is perfect for researchers and students of Educational Psychology. Beginning with the theoretical perspectives that guide research on social influences, this book presents foundational research before moving on to chapters on peer influence and teacher influence. Next, the book addresses ways in which the school context can influence school-related outcomes (including peer and teacher-student relationships) with

specific attention to research in motivation and cognition. Within the chapters authors not only present current research but also explore best-practices, drawing in examples from the classroom. With chapters from leading experts in the field, *The Handbook of Social Influences in School Contexts* provides the first complete resource on this topic. [The Personal, Place, and Context in Pedagogy](#) Mar 06 2021 This edited volume includes contributions on education within a world of challenges by authors with diverse experiences and perspectives. Together, the authors reflect on

educational initiatives and life in democratic societies, arguing for an increased awareness of the educational processes at work within our contexts, places, and personal lives. Chapters argue that authority and knowledge belong to everyone and that these are found on every level of perceived educational hierarchies. This book calls for attention to be paid to the voices of teachers in school, students in the classroom, participants in a project, and researchers embedded in a community—highlighting that they all have something to teach about

understanding the world all are working to create in an uncertain educational future. Science Education in Context May 28 2020 This book presents an international perspective of the influence of educational context on science education. The focus is on the interactions between curriculum development and implementation, particularly in non-Western and non-English-speaking contexts (i.e., outside the UK, USA, Australia, NZ, etc. ). **Global Identity in Multicultural and International Educational Contexts** Aug 19 2019 The increased movement of people

globally has changed the face of national and international schooling. Higher levels of mobility have resulted from both the willing movement of students and their families with a desire to create a better life, and the forced movement of refugee families travelling away from war, famine and other extreme circumstances. This book explores the idea that the complex connections created by the forces of globalisation have led to a diminishing difference between what were once described as international schools and national schools. By examining a selection of

responses from students attending international schools in Brazil, the United Kingdom, France, Germany, the Philippines and Switzerland, the book discusses key issues surrounding identity and cosmopolitan senses of belonging. Chapters draw from current literature and recent qualitative research to highlight the concerns that students face within the international school community, including social, psychological, and academic difficulties. The interviews provide a rich and unique body of knowledge, demonstrating how perceptions of identity and

belonging are changing, especially with affiliation to a national or a global identity. The notion that international students have become global citizens through their affiliation to a global rather than a national identity exhibits a changing and potentially irreversible trend. *Global Identity in Multicultural and International Educational Contexts* will be of key interest to researchers, academics and policy makers involved with international schooling and globalised education. *E-Research in Educational Contexts* Oct 01 2020 This book

explores the impact of e-research in education and the opportunities presented by a new generation of research approaches and tools. 'E-research' is an umbrella term that encompasses all digital research methods used for data collection and analysis including those involving handheld mobile devices. This is a current concern as the emergence of online tools that enable people to collaborate, create, and share information has led to the widespread use of these new digital research methods. Indeed, new tools and technologies are emerging almost daily and are being taken up by

researchers for their ease of data collection and analysis. As a result the book investigates the implications of how we conceptualise educational research in the digital age. In addressing a range of key themes, from

the ethics of e-research to the relationships between researchers and participants, the book presents original studies from a variety of educational contexts where digital tools are

being used, and should be of value to postgraduate students, academic researchers, and policy makers. This book was originally published as a special issue of the International Journal of Research & Method in Education.