

1. Record Nr.	UNINA9910480478203321
Autore	Villa Richard A. <1952->
Titolo	Collaborating with students in instruction and decision making [[electronic resource]] : the untapped resource // Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin ; foreword by Paula Kluth and Peyton Goddard
Pubbl/distr/stampa	Thousand Oaks, Calif., : Corwin, 2010
ISBN	1-4522-7143-7 1-4522-1187-6 1-4833-8805-0
Descrizione fisica	1 online resource (249 p.)
Altri autori (Persone)	ThousandJacqueline S. <1950-> NevinAnn
Disciplina	371.394
Soggetti	Student participation in administration Student participation in curriculum planning Education - Decision making Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Cover; Contents; List of Tables and Figures; Acknowledgments; About the Authors; PART I - Introduction; Foreword - The Importance of Students' Voices; Letter to the Reader; Chapter 1 - Why Collaborate With Students?; PART II - Teaching With Students; Chapter 2 - Students as Co-Teachers in Cooperative Learning Groups; Chapter 3 - Students as Peer Tutors and Partner Learners; Chapter 4 - Students as Co- Teachers; PART III - Decision Making With Students; Chapter 5 - Empowering Students as Collaborative Creative Thinkers; Chapter 6 - Students as Instructional Decision Makers Chapter 7 - Students as Designers of Their Own Learning: Person- Centered EducationChapter 8 - Students as Mediators of Conflict and Controversy; Chapter 9 - Students as Collaborators in Responsibility; Epilogue - Beyond Benevolence to Befriending and Advocacy; Glossary; Resources; References; Index
Sommario/riassunto	This title offers practical strategies to help primary and secondary

educators coach and mentor their students to become co-teachers, decision-makers, and advocates. In this resource for educators who are attempting to meet the needs of a diverse student population in mixed-ability classrooms, the authors anchor practical examples within the current theories of learning and evidence-based research on these non-traditional student roles.
