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Altri autori (Persone)	Baljit Kaur
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Preliminary Material / Baljit Kaur -- Understanding What Students Learn / Graham Nuthall -- Reassessing the Nature of Learning in a Science or Mathematics Classroom / Ellice Ann Forman -- Exploring Classroom Life and Student Learning / Judith Green and Maria Lucia Castanheira -- Students' Learning Experiences / Jane Abbiss -- "The Truth Lies in the Detail" / Fritjof Sahlström -- Commentary / Neil Mercer -- The Acquisition of Conceptual Knowledge in the Classroom / Graham Nuthall -- Bending and Bouncing / Jane McChesney -- Accessing Children's Beliefs about Mathematics through Their Drawings / Catherine Solomon -- Finding Out about Fossils in an Early Years Classroom / Bronwen Cowie , Kathrin Otrell-Cass and Judy Moreland -- Exploring Learning in the Early Years / Keryn Davis and Sally Peters -- Sink or Swim / Michelle Clarke -- Commentary / Greta Morine-Dershimer -- "Facilitative Inclusion" in Early Childhood and New Entrant Classrooms / Christine Rietveld -- Weaving the Dimensions of Culture and Learning / Angus H. Macfarlane and Sonja L. Macfarlane -- Whnau Classroom "Lessons" Illuminate Bicultural and Bilingual Literacy Learning Processes for Mori Children / Fleur Harris -- Culturally Diverse Children in the Classroom / Jae Major -- Commentary / Neil Harrison -- Some Historical Reflections on a National Curriculum / Gregory Lee and Deb J. Hill -- Assessment, Teaching and Learning in

and beyond Classrooms / Peter Johnston and Heidi Andrade --
Searching for Compassion in the Classroom / Grace Feuerverger --
Learning the Hard Way / Kathleen Quinlivan -- Commentary / Kristiina
Kumpulainen -- Commentary / Alan Davis -- Commentary / Joanna
Kidman and Hiria McRae -- Notes on Contributors / Baljit Kaur --
Index / Baljit Kaur.

Sommario/riassunto

• How do children, individually and collectively, make meanings of their learning experiences? • How can teachers become aware of children's meaning making on an ongoing basis? • Is it possible and useful to create an integrated theory of student learning? • How can classroom research enhance critical understandings of the situated nature of learning and teaching, while taking into account the systemic and educational policy contexts? • How do differences, such as class, race, culture, gender and sexualities, interact with student learning? • How can teachers respond effectively to the realities of today's diverse classrooms? • What are the current and emerging issues in classroom research? These are just some of the questions this book grapples with. It pays tribute to Professor Graham Nuthall's (1935-2004) research contributions - a pioneering and internationally renowned classroom researcher of teaching and learning from New Zealand. It has been written by emerging and experienced classroom researchers from several countries as part of a project aimed at building on and extending Nuthall's research and promoting the conducting, teaching and supervision of classroom research. The authors engage critically with theoretical, methodological and pedagogical possibilities of their research using Nuthall's work as a springboard. As a result, all authors make links between theory and practice. Further, several leading international researchers contribute comments on future directions for classroom research and its relevance for teaching and learning. Understanding teaching and Learning: Classroom Research Revisited would be of interest to practicing or prospective teachers and teacher educators, as well as scholars and students of teaching and learning.
