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Note generali	Description based upon print version of record.
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Nota di contenuto	CONTENTS -- PREFACE -- ACKNOWLEDGMENTS -- Publisher's Acknowledgments -- ABOUT THE AUTHORS -- CHAPTER 1: INCLUSION AT THE SECONDARY LEVEL -- Definition and Research -- The Inclusive Classroom at the Secondary Level: Who Are We Teaching? -- The Adolescent Learner -- Helping Teachers Meet the Inclusion Challenge -- What Is Active Learning? -- Brain-Based Learning and the Adolescent Learner -- Information Processing -- Connections to Differentiated Instruction -- Supporting State Standards and Assessments -- Motivating Learners With Active Learning Strategies -- Access Is Not Enough: The Critical Need to Address Diverse Student Populations -- The Beginning -- Summary -- CHAPTER 2: ACTIVE LEARNING STRATEGIES IN THE MIDDLE SCHOOL AND HIGH SCHOOL: DEBUNKING THE MYTH -- Frequently Asked Questions -- Reflect on the Experience -- During the Lesson -- After the Lesson -- Final Thoughts -- CHAPTER 3: SELECTING AND IMPLEMENTING ACTIVE LEARNING STRATEGIES FOR THE INCLUSIVE CLASSROOM -- Classifications and Characteristics -- Other Diverse Populations -- Assessing Students and Identifying Learning Characteristics -- Using Strategies: Before, During, and After -- How to Choose a Strategy to Meet Individual Student Needs -- Learner Characteristics Described -- Metacognitive Issues -- Auditory Processing Concerns -- Memory Issues -- Low

Experiential Base -- Attention Needs -- Higher-Aptitude Learners -- Interpersonal Preferences -- Language Needs -- Social Interaction Needs -- Visual Processing Concerns -- Learner Considerations -- How to Choose a Strategy to Meet Individual Teacher Needs -- Learning Communities -- And Now, the Next Step of Our Journey -- Summary -- CHAPTER 4: GROUPING FOR INSTRUCTION: WHO GOES WHERE WITH WHOM TO DO WHAT -- How Do I Manage Everyone? -- Whole Group Instruction -- Small Group Instruction -- Different Ways to Form Groups -- And Now (Drum Roll, Please) . . . The Strategies -- Summary -- CHAPTER 5: ACTIVE LEARNING STRATEGIES -- 1. ARTIFACT REVEAL (Students create artifacts related to learning concepts) -- 2. BALL TOSS (The game of catch facilitates Q&A) -- 3. BAROMETER (Students take stands on controversial issues by voting with their feet) -- 4. BOARD QUIZ (The whole class works collaboratively on quiz questions) -- 5. BODY LANGUAGE (Movement-based instruction involves using the body to represent the content students are learning about) -- 6. BUILDING AN EXPERIENCE (The teacher creates an occurrence so that students can experience the content in order to better facilitate understanding) -- 7. BULLETIN BLOG (The class uses a bulletin board to blog information, comments, and perspectives) -- 8. CONCEPT CLARIFICATION (The class works as a whole to describe and discuss abstract concepts within a teacher-directed structure).

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### Sommario/riassunto

Keys to engaging secondary students Research shows that all students-regardless of learning style, disability category, or language difference-learn more effectively when they are engaged in active learning. This book shows teachers how to help all students achieve positive learning outcomes. The authors provide a compilation of strategies that serve as blueprints for instructional design and directions for using them across a variety of content areas. The many benefits of active learning include: A more engaged and interactive classroom Increased self-directed learning Development

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