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Altri autori (Persone)	BrodyCeleste M DavidsonNeil
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Nota di contenuto	<p>CONTENTS; PART I. BEGIN WITH THE TEACHER: FOCUSING PROFESSIONAL DEVELOPMENT FOR COOPERATIVE LEARNING; Introduction: Professional Development and Cooperative Learning by Celeste Brody and Neil Davidson; 1. The Significance of Teacher Beliefs for Professional Development and Cooperative Learning by Celeste Brody; 2. Creating Sustained Professional Growth through Collaborative Reflection by Carole Cooper and Julie Boyd; 3. The Role of Staff Developers in Promoting Effective Teacher Decision-Making by Carol Rolheiser and Laurie Stevahn</p> <p>4. Staff Development That Makes a Difference by Patricia Roy PART II. LESSONS FROM THE FIELD: APPROACHES TO COOPERATIVE LEARNING AND IMPLICATIONS FOR PROFESSIONAL DEVELOPMENT; 5. Staff Development and the Structural Approach to Cooperative Learning by Spencer Kagan and Miguel Kagan; 6. Beyond the Workshop: Evidence from Complex Instruction by Rachel Lotan, Elizabeth Cohen, Christopher Morphew</p> <p>7. A Social Constructivist Approach to Cooperative Learning and Staff Development: Ideas from the Child Development Project by Marilyn Watson, Sylvia Kendzior, Stefan Dasho, Stanley Rutherford, and Daniel</p>

Solomon 8. Preparing Teachers and Students for Cooperative Work: Building Communication and Helping Skills by Sydney Farivar and Noreen Webb; 9. The Cognitive Approach to Cooperative Learning: Mediating the Challenge to Change by James Bellanca and Robin Fogarty; 10. Professional Development for Socially-Conscious Cooperative Learning by Nancy Schniedewind and Mara Sapon-Shevin
 PART III. THE LEARNING COMMUNITY: COOPERATIVE LEARNING AND ORGANIZATIONAL CHANGE 11. Effective Staff Development in Cooperative Learning: Training, Transfer, and Long-Term Use by David Johnson and Roger Johnson; 12. Mutually-Sustaining Relationships between Organization Development and Cooperative Learning by Richard Schmuck; 13. Faculty Development Using Cooperative Learning by Susan Ellis; 14. Developing a Collaborative Environment through Job-Embedded Staff Development: One District's Journey by Linda Munger; PART IV. RETURN TO THE VISION OF COMMUNITY 15. Cooperative Learning Communities: Expanding from Classroom Cocoon to Global Connections by Liana Forest 16. Afterword: Promising Practices and Responsible Directions by Celeste Brody and Neil Davidson; CONTRIBUTORS; INDEX; A; B; C; D; E; F; G; H; I; J; K; L; M; N; O; P; Q; R; S; T; V; W; Y

Sommario/riassunto

Describes different forms of professional development for cooperative learning and shows how the use of cooperative learning in professional development is leading to new insights into teaching and professional growth in schools. Cooperative/collaborative learning procedures increasingly attract great attention in school and higher education settings. This book has two main purposes: first, to enable educators to make informed decisions and choices about selecting, implementing, and evaluating cooperative learning models with respect for the differences and diversity of goals among professionals in school communities, and second, to consider the goals of teachers' professional development in the context of organizational reforms that foster systemic school change, such as the development of learning communities. The authors encourage professional development that goes beyond inservice workshops to include multi-year development and support for teachers. They advocate that schools be administered under collaborative principles so teachers can "live the experience" that they are trying to create in their own classrooms. Professional Development for Cooperative Learning describes what works for professional development in cooperative learning and how difficult it is to bring about lasting change in school settings. Brody and Davidson focus the dialogue on the nature of professional development linked to systemic changes and the successes, failures, and challenges encountered in the process. Celeste M. Brody is Associate Professor at Lewis and Clark College. She is coeditor, with James Wallace, of *Ethical and Social Issues in Professional Education*, also published by SUNY Press. Neil Davidson is Professor of Curriculum and Instruction at the University of Maryland at College Park. He is the coauthor and editor of several books, including *Cooperative Learning in Mathematics: A Handbook for Teachers*.
