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| Altri autori (Persone)  | FungDennis Chun-Lok<br>YipValerie Wang-Yan  |
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| Soggetti                | Effective teaching<br>Teacher effectiveness<br>Teaching - Evaluation<br>Educational equalization  |
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| Livello bibliografico   | Monografia  |
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| Nota di bibliografia    | Includes bibliographical references and index.  |
| Nota di contenuto       | Intro -- EVIDENCE-BASED EDUCATION -- EDUCATION IN A COMPETITIVE AND GLOBALIZING WORLD -- EVIDENCE-BASED EDUCATION -- LIBRARY OF CONGRESS CATALOGING-IN-PUBLICATION DATA -- CONTENTS -- PREFACE -- CHAPTER 1. IN SEARCH OF EFFECTIVE PEDAGOGIES FOR TEACHING NATURE OF SCIENCE: PERSPECTIVE FROM AN EXPERIENCED TEACHER -- ABSTRACT -- INTRODUCTION -- THEORETICAL UNDERPINNINGS -- Searching for an Effective Approach of Teaching NOS -- Teacher Professional Development Programs for Improving NOS Instruction -- METHOD AND CONTEXT OF THE STUDY -- Feature 1: Provision of Curriculum Resources -- Feature 2: Use of Authentic Classroom Videos -- Feature 3: Organization of Study Groups -- An overview of the TPD Program -- Research Methodology and Data Sources -- NARRATIVE ACCOUNTS -- Learning from the First NOS Lesson on Discovery of the Cause of Gastric Ulcer -- 1) Planning the Lesson -- 2) Reflecting on the Lesson -- 3) Reviewing the Classroom Video -- Learning from the Second NOS Lesson on the Discovery of the Function of Nucleus -- 1) Planning the Lesson -- 2) Reflecting on the Lesson -- 3) Reviewing the Classroom Video -- Reflecting on the Learning Journey as a Whole -- DISCUSSION |

-- CONCLUSION -- REFERENCES -- CHAPTER 2. AN OUTDOOR EDUCATIONAL EXPERIENCE THAT FACILITATES THE ELEVATION OF SELF-ESTEEM BUT NOT THE NEGATIVE OUTCOMES OFTEN ASSOCIATED WITH HIGH SELF-ESTEEM -- METHOD -- Participants -- The 10-Day Developmental Voyage on the Spirit of New Zealand -- Design -- Materials -- Procedure -- RESULTS -- Intervention and Non-Intervention Participants' Self-Esteem -- Intervention Participants' Attitudes towards Drug and Alcohol Use -- Intervention Participants' Physical and Verbal Aggression -- Intervention Participants' Racial Bias -- Intervention Participants' Gender Bias -- DISCUSSION -- REFERENCES -- APPENDIX A -- APPENDIX B -- APPENDIX C -- APPENDIX D. APPENDIX E -- APPENDIX F -- APPENDIX G -- CHAPTER 3. CRITICAL ANALYSIS OF THE POLICIES OF SCHOOL-BASED MANAGEMENT IN HONG KONG -- INTRODUCTION -- LITERATURE REVIEW -- METHODOLOGY -- RESULT AND DATA ANALYSIS -- DISCUSSION -- LIMITATION -- APPENDIX 1 -- REFERENCES -- CHAPTER 4. PARENTAL INVOLVEMENT IN CHILDREN'S READING: A CULTURAL PERSPECTIVE -- ABSTRACT -- INTRODUCTION -- Parent-Child Reading in a Chinese Society (Hong Kong) -- METHODOLOGY -- FINDINGS AND DISCUSSIONS -- Parent-Child Reading at Home -- Parents' Beliefs about Helping Their Children to Read -- Sources of Self-Efficacy to Read with Children -- Supporting the Students to Read for Literacy and Academic Performance -- The Roles of Parents -- Culture as the Parental Motivation for Supporting Children to Read -- Assisting Children to Read for Literacy and Academic Performance -- Reading with Children for Performing Parental Roles -- CONCLUSION -- REFERENCES -- CHAPTER 5. RURAL ELEMENTARY SCHOOL SCIENCE TEACHER ATTITUDES TOWARDS VARYING PROFESSIONAL DEVELOPMENT STRATEGIES -- ABSTRACT -- INTRODUCTION -- THEORETICAL UNDERPINNINGS -- Role of Pedagogical Content Knowledge -- Rural Populations and Teacher Professional Development -- METHODOLOGY -- Research Question -- Instrument -- Sample -- Analysis -- FINDINGS -- DISCUSSION -- WORKSHOP -- FOCUS GROUP -- PEER MENTORING -- INTERACTIVE TELEVISION -- RECOMMENDATIONS -- CHAPTER 6. AN INVESTIGATION OF KOREAN GIFTED EDUCATION TEACHERS' VIEWS ON LEADERSHIP -- METHODOLOGY -- RELIABILITY AND VALIDITY -- ETHICAL CONSIDERATIONS -- RESULTS -- A. Interviews with Two Teachers -- 1. What do you think is the most urgent necessity in the Korean gifted education situation, taking into account of the fact that gifted education is recently becoming popular in Korea recently?. 2. a) Do you have any moral education or character-building education in your school? Do you have special programmes for moral education in your school? -- 2. b) Do you find it hard to prepare for moral and character-building programmes by yourself? -- 3. What is your opinion on whether being gifted and being a leader is the same or different? -- 4. What plans do you have in the future as a gifted education programme teacher? Is there anything else you would like to add? -- B. Interview with the Director of Education -- 1. What do you think is the most urgent necessity in the Korean gifted education situation, taking into account of the fact that gifted education is recently becoming popular in Korea? -- 2. What specific area of research are you focusing on recently? -- 3. What is your opinion on whether being gifted and being a leader is the same or different? -- 4. What do you think is of most importance in educating gifted students as leaders? -- 5. What kind of suggestions do you have as a pioneering gifted education researcher in Korea? -- DISCUSSION AND ANALYSIS -- Korean Gifted Education Situation -- a. Lack of Variety of Subjects in Gifted Education -- b. Lack of Teacher Training -- c. Change in Gifted Stereotypes in

Culture, Society and Parental Thoughts -- d. No Appropriate Gifted Programme -- How Far Are Good Leaders Born or Made? -- Curricula and Teaching Materials -- Leadership Education and Moral Education -- CONCLUSION -- REFERENCES -- INDEX.

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## Sommario/riassunto

This book presents significant results from around the globe in selected areas of research related to evidence-based education, especially in Hong Kong (SAR), New Zealand, China, Korea and America. Specifically, recent enthusiasm for 'evidence-based' practice in education has brought a new sense of development in the aspects of teaching and learning in primary and secondary schooling. This volume attempts to shed light on the proceedings of this development regarding hierarchical school system, school-based management, effective pedagogies, outdoor educational experience and teacher attitudes in these different areas.

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