

Griffith University Master Of Teaching

JR Anderson

Practice-Based Education Joy Higgs, Ronald Barnett, Stephen Billett, Maggie Hutchings, Franziska Trede, 2013-02-11
Practice-Based Education: Perspectives and Strategies. This book draws on the collective vision, research, scholarship and experience of leading academics in the field of practice-based and professional education. It presents multiple perspectives and critical appraisals on this significant trend in higher education and examines strategies for implementing this challenging and inspiring mode of learning, teaching and curriculum development. Eighteen chapters are presented across three sections of the book: Contesting and Contextualising Practice-Based Education Practice-Based Education Pedagogy and Strategies The Future of Practice-Based Education.

Drama Education and Second Language Learning Joe Winston, Madonna Stinson, 2016-04-08 In recent years the contribution of drama to second language learning has grown internationally as a field of interest to both teachers and researchers. The potential for drama to provide strong social contexts for learning, to provide opportunities for the learner to embody the target language and to motivate students' desire to communicate have been increasingly recognized as fruitful areas of inquiry. This book provides a brief historical perspective on the development of this interest before presenting a range of examples drawn from recent research projects led by those who are themselves experienced as drama and second language teachers. Drawing on a variety of theoretical perspectives and deploying a range of methodological processes, the chapters present evidence as to how and why drama can impact on student learning in a range of classrooms, from the primary school through to undergraduate level. Focusing on issues such as questioning in role, the professional development of second language teachers interested in using drama, and the role of artistry when applying drama as pedagogy for second language learning, they provide an up to date picture of contemporary practices and an acute analysis of both the possibilities and the challenges facing researchers in the field. This book was originally published as a special issue of Research in Drama Education: The Journal of Applied Theatre and Performance.

Teaching Writing Tessa Daffern, Noella M Mackenzie, 2020-07-25 In the 21st century, writing is more important than at any other time in human history. Yet much of the emphasis in schooling has been on reading, and after the early years, writing skills have been given less attention. Internationally, too many children are leaving school without the writing skills they need to succeed in life. The evidence indicates that students rarely develop proficiency as writers without effective

teacher instruction. Teaching Writing offers a comprehensive approach for the middle years of schooling, when the groundwork should be laid for the demanding writing tasks of senior school and the workplace. Teaching Writing outlines evidence-based principles of writing instruction for upper primary students and young adolescents. It presents strategies that are ready for adoption or adaptation, and exemplars to assist with designing and implementing writing lessons across the middle years of school. It addresses writing from a multimodal perspective while also highlighting the importance of teaching linguistic aspects of text design such as sentence structure, vocabulary and spelling as foundations for meaning-making. Contributors argue that students need to continue to develop their skills in both handwriting and keyboarding. Examples of the teaching of writing across disciplines are presented through a range of vignettes. Strategies for assessing student writing and for supporting students with diverse needs are also explored. With contributions from leading literacy educators, Teaching Writing is an invaluable resource for primary, secondary and pre-service teachers.

So You Want to Be a Teacher? Phil Ridden, Tracey Gray, 2013-01-01 So You Want to Be a Teacher? is an Australian guide designed to assist current and prospective teaching students in making the right decision about their future career. The book explores: Why you might want to be a teacher & why you might not The personal qualities required, so that you can consider whether you fit the profile What teachers actually do, the pay and the conditions How you will train to be a teacher The many options a teaching qualification offers and areas of specialisation The professional teaching standards within a national curriculum framework Throughout the book, the realities of teaching across all educational sectors are encapsulated through the voices of successful teachers - many of whom are finalists in the National Excellence in Teaching Awards. In addition, the account of one teacher's journey from struggling student to educational leader provides an inspirational tale. Fully referenced, with an appendix listing teaching courses throughout each state and territory, So You Want to Be a Teacher? will ensure that if you do pursue a career in teaching, it will be with true conviction and the passion to thrive.

The Palgrave Handbook of Global Arts Education Georgina Barton, Margaret Baguley, 2017-02-14 This extensive Handbook addresses a range of contemporary issues related to arts education across the world. It is divided into six sections; Contextualising Arts Education, Globally and Locally; Arts Education, Curriculum, Policy and Schooling; Arts Education Across the Life Span; Arts Education for Social Justice: Indigenous and Community Practice; Health, Wellbeing and Arts Education and Arts-Based and Research-Informed Arts Education. The Handbook explores global debates within education in the areas of dance, drama, music, media and visual arts. Presenting wide-ranging research from pedagogies of adaptation developed in Uganda to ethnomusicology in Malaysia and community participatory arts to wellbeing in Canada the Handbook highlights the universal need for arts education and in particular the importance of indigenous (including both traditional and contemporary practice) arts education. With contributions from internationally renowned scholars and practitioners and building on the World Alliance for Arts Education Global Summit in 2014, the Handbook creates an essential resource for

arts education practices in and out of school alongside institutional, traditional and contemporary contexts. Students, teachers and practitioners across the arts disciplines will find the text invaluable for developing further opportunities to promote and study arts education.

Teaching in the Sciences Acram Taji, 2005-02-14 Gain a clear understanding of what effective teachers do and how successful students learn Over the past 20 years, a greater concentration on research aimed at both teaching and learning has revealed that chalk and talk teaching, copying notes, and cookbook practical lessons offer little challenge to student

Middle Leadership in Schools Elizabeth Benson, Patrick Duignan, Barbara Watterston, 2024-02-05 Based on research and consultations with influential school middle leaders, *Middle Leadership in Schools* presents ideas and actions designed specifically to stimulate and enhance educators leading from the middle, as a catalyst to enable them to do what they do with greater influence and impact.

Handbook of Teacher Education Tony Townsend, Richard Bates, 2006-08-09 This book has its origins in conversations that started when the International Council on Education for Teaching (ICET) and the Australian Teacher Education Association (ATEA) jointly agreed to co-sponsor a World Assembly of Teacher Educators in Melbourne in July 2003, hosted by Monash University. The editors of this book were not only intimately involved in the management of the conference but had also been key figures in the Associations involved. Tony Townsend had been secretary, and on the national board of the South Pacific Association for Teacher Education (SPATE), which later became ATEA and had previously managed a SPATE conference in Frankston, Australia, in the 1980s. He is currently the President of ICET and now works at Florida Atlantic University. Richard Bates has been a long time board member of ATEA and is currently President of that organization. He is also a Board member of ICET. The International Council on Education for Teaching (ICET) was founded in 1953 for the purpose of emphasizing international cooperation in educational development in order to improve the quality of teacher education as well as to expand global educational opportunities for people in teacher education. Since that time, ICET has developed into an international association of practitioners of teacher education, policy and decision-makers in education, government and business dedicated to global development through education. ICET is a Non-Governmental Organization (NGO) and participates in NGO meetings and other UNESCO-sponsored conferences around the world.

Advancing Engineering Education Beyond COVID Ivan Gratchev, Hugo G. Espinosa, 2022-12-30 Educators, are you ready to meet the challenge of cultivating the next generation of engineers in a post-COVID-19 context? Current engineering student cohorts are unique to their predecessors: they are more diverse and have experienced unprecedented disruption to their education due to the COVID-19 pandemic. They will also play a more significant role in contributing to global sustainability efforts. Innovating engineering education is of vital importance for preparing students to confront society's most significant sustainability issues: our future depends on it. *Advancing Engineering Education Beyond COVID: A Guide for*

Educators offers invaluable insights on topics such as implementing active-learning activities in hybrid modes; developing effective and engaging online resources; creating psychologically safe learning environments that support academic achievement and mental health; and embedding sustainability within engineering education. Students' own perspectives of online learning are also incorporated, with the inclusion of a chapter authored by undergraduate engineering students. This book consolidates the expertise of leading authorities within engineering education, providing an essential resource for educators responsible for shaping the next generation of engineers in a post-COVID-19 world.

Handbook of Research on Positive Scholarship for Global K-20 Education Wang, Viktor, 2018-03-02 In the twenty-first century, learning and the definition of education is changing. New digital, online, and social tools have the ability to transform the classroom and engage learners like never before. In the midst of this technological revolution, it is crucial for educators and administrators to be able to gauge the impact of digital tools on learners in a variety of settings. The *Handbook of Research on Positive Scholarship for Global K-20 Education* is a critical scholarly resource that examines the collaboration of education and technology within disciplinary fields. Featuring coverage on a broad range of topics, such as experiential education, improvisational learning, and andragogy, this publication is geared towards academicians, practitioners, and researchers seeking current research on all areas of education and e-learning.

Handbook of Teaching with Technology in Management, Leadership, and Business Stuart Allen, Kim Gower, Danielle K. Allen, 2020-09-25 Ever-evolving technological innovation creates both opportunities and challenges for educators aiming to achieve meaningful and effective learning in the classroom and to equip students with a well-honed set of technology skills as they enter the professional world. The *Handbook of Teaching with Technology in Management, Leadership, and Business* is written by experienced instructors using technology in novel and impactful ways in their undergraduate and graduate courses, as well as researchers reporting and reflecting on studies and literature that can guide them on the how and why of teaching with technology.

Developing Creativities in Higher Music Education Pamela Burnard, 2013-10-08 This is the first book to critically address the issue of how we can enhance and develop creativities in higher music education. It features new international, richly diverse perspectives on the nature and practice of creativities in different cultural and institutional contexts, in varying roles and in response to diverse professional pressures and expectations of artistic and educational achievement. This compelling and provocative book combines powerful social and educational commentaries and examples drawn from international sources based on original practices and experience of a diversity of creativities. The authors provide an important contribution by drawing attention to what is at the heart of all music and how we can understand and foster these multiple creativities at an individual and institutional level. It features new analyses of the question of creativities in higher music education, and offers illustrative and innovative examples of adaptive learning environments for teaching and learning

creatively, considering the broader issue of the role of creativities in relation to educational policy in the context of increasingly interventionist governments and rapidly paced educational change. Topics covered include: -the conceptual tools for people to think about and debate multiple creativities -the role of creativities in higher music education -how musicians can develop multiple creativities in new ways -new approaches to teaching and learning for multiple creativities -what constitute leadership creativities in conservatoires and music departments -creativities at the interface of institutional learning cultures -assessing the multiple creativities of music. *Developing Creativities in Higher Music Education* offers a multi-disciplinary research and practice focus, which will be essential reading for anyone involved in higher education and industry sectors. The book will appeal to academics and practitioners in music, researchers, instrumental and vocal teachers, curriculum and policy developers and institutional managers who want to enrich the higher education experiences of their students and enable them to develop more of their creative potential. It is also ideal reading for undergraduate and postgraduate students of music education who are looking for an authoritative selection of writings that define the fields of musical creativities in one comprehensive volume.

Decolonising Teacher Education Parlo Singh, Deborah Heck, Stephen Heimans, Angelina Ambrosetti, 2024-12-12 This book makes a deliberate attempt to explore the complexity of decolonising theories in teacher education. It draws attention to the historical and emerging impacts of colonialism on educational institutions and practices, challenging educators to expand their understanding of diverse trajectories of decolonial research both theoretically and practically. It adds to the discussions and dialogues between different disciplinary traditions, such as postcolonial and decolonial studies, as well as critical Indigenous and critical race studies. As an international compilation, it offers educators a unique opportunity to envision teacher education through alternative lenses—rethinking the relationship between ontology-epistemology-ethics, that is, what constitutes knowledge, how it is produced, and what material worlds are constructed in and through knowledge / research systems. Through compelling examples, this book illustrates how educators have navigated epistemic injustices within the field of teacher education amidst the rising global demands for standardisation. It encourages teacher educators to explore alternative theories within their own contexts, crafting new teacher education practices in universities and schools.

Handbook of Teaching and Learning in Tourism Pierre Benckendorff, Anita Zehrer, 2017-01-27 This comprehensive Handbook provides an international perspective on contemporary issues and future directions in teaching and learning in tourism. Key topics include assurance of learning, development of skills, learning in the field, work integrated learning, sustainability and critical studies, internationalisation, technology enabled learning, links between teaching and research, and graduate student supervision. Within these topics attention is devoted to the discussion of curriculum, pedagogy, assessment, students, educators and trends and issues. The Handbook provides a valuable resource for understanding

teaching and learning theory and practice in tourism.

The Routledge Companion to Theatre and Young People Selina Busby, Kelly Freebody, Charlene Rajendran, 2022-10-31
This companion interrogates the relationship between theatre and youth from a global perspective, taking in performances and theatre made by, for, and about young people. These different but interrelated forms of theatre are addressed through four critical themes that underpin the ways in which analysis of contemporary theatre in relation to young people can be framed: political utterances – exploring the varied ways theatre becomes a platform for political utterance as a process of dialogic thinking and critical imagining; critical positioning – examining youth theatre work that navigates the sensitive, dynamic, and complex terrains in which young people live and perform; pedagogic frames – outlining a range of contexts and programmes in which young people learn to make and understand theatre that reflects their artistic capacities and aesthetic strategies; applying performance – discussing a range of projects and companies whose work has been influential in the development of youth theatre within specific contexts. Providing critical, research-informed, and research-based discussions on the intersection between young people, their representation, and their participation in theatre, this is a landmark text for students, scholars, and practitioners whose work and thinking involves theatre and young people.

Environmental Education and Information, 1991

Representations of Nature of Science in School Science Textbooks Christine V. McDonald, Fouad Abd-El-Khalick, 2017-04-21
Bringing together international research on nature of science (NOS) representations in science textbooks, the unique analyses presented in this volume provides a global perspective on NOS from elementary to college level and discusses the practical implications in various regions across the globe. Contributing authors highlight the similarities and differences in NOS representations and provide recommendations for future science textbooks. This comprehensive analysis is a definitive reference work for the field of science education.

Critical Examinations of Distance Education Transformation across Disciplines Scheg, Abigail G., 2014-10-31
In recent years, distance education programs have grown to allow greater educational opportunities to a diverse set of learners from all over the world. As remote learning becomes a widespread practice, universities too must adapt to this changing educational landscape. *Critical Examinations of Distance Education Transformation across Disciplines* provides an interdisciplinary look at the development of distance learning in higher education. This reference work bridges the gap between disciplines by offering practical tools and solutions for successful distance education implementation. Educators, administrators, and researchers across academia will find this publication a timely and relevant resource.

Handbook of Research on Learning Outcomes and Opportunities in the Digital Age Wang, Viktor, 2015-12-22
Education and learning opportunities bring about the potential for individual and national advancement. As learners move away from traditional scholarly media and toward technology-based education, students gain an advantage with technology in learning

about their world and how to interact with modern society. The Handbook of Research on Learning Outcomes and Opportunities in the Digital Age provides expert research relating to recent technological advancements, technology and learning assessments, and the effects of technology on learning environments, making it a crucial reference source for researchers, scholars, and professors in various fields.

The Palgrave International Handbook of Action Research Lonnie L. Rowell, Catherine D. Bruce, Joseph M. Shosh, Margaret M. Riel, 2016-10-26 The Palgrave International Handbook of Action Research offers a vivid portrait of both theoretical perspectives and practical action research activity and related benefits around the globe, while attending to the cultural, political, social, historical and ecological contexts that localize, shape and characterize action research. Consisting of teachers, youth workers, counselors, nurses, community developers, artists, ecologists, farmers, settlement-dwellers, students, professors and intellectual-activists on every continent and at every edge of the globe, the movement sustained and inspired by this community was born of the efforts of intellectual-activists in the mid-twentieth century specifically: Orlando Fals Borda, Paulo Freire, Myles Horton, Kurt Lewin. Cross-national issues of networking, as well as the challenges, tensions, and issues associated with the transformative power of action research are explored from multiple perspectives providing unique contributions to our understanding of what it means to do action research and to be an action researcher. This handbook sets a global action research agenda and map for readers to consider as they embark on new projects.

Griffith University Master Of Teaching Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the ability of words has be more evident than ever. They have the capability to inspire, provoke, and ignite change. Such may be the essence of the book **Griffith University Master Of Teaching**, a literary masterpiece that delves deep to the significance of words and their effect on our lives. Published by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall impact on readers.

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