

Implementation Of The Cooperative Learning Method In

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Cooperative Learning in the Classroom - David W. Johnson 1994

The book is addressed to classroom teachers interested in beginning to use cooperative learning or increasing the quality of their current efforts.

Empowerment through

Multicultural Education - Christine E. Sleeter 1991-01-01

This book reframes questions about student diversity by probing the extent to which society serves the interests of all, and by examining the empowerment of members of oppressed

groups to direct social change. It examines the empowerment of children who are members of oppressed racial groups, lower class, and female, based on the ideas of multicultural education. A series of ethnographic studies illustrates how such young people view their world, their power to affect it in their own interests, and their response to what is usually a growing sense of powerlessness as they mature. The authors also conceptualize contributions of multicultural education to empowering young people, and report investigations of multicultural education projects educators have used for student empowerment. Issues in teacher education are also discussed.

Cooperative Learning Resources for Teachers - Kagan 1991

The Teacher's Role in Implementing Cooperative Learning in the Classroom - Robyn M. Gillies 2007-09-26
Cooperative learning is

widely endorsed as a pedagogical practice that promotes student learning. Recently, the research focus has moved to the role of teachers' discourse during cooperative learning and its effects on the quality of group discussions and the learning achieved. However, although the benefits of cooperative learning are well documented, implementing this pedagogical practice in classrooms is a challenge that many teachers have difficulties accomplishing. Difficulties may occur because teachers often do not have a clear understanding of the basic tenets of cooperative learning and the research and theoretical perspectives that have informed this practice and how they translate into practical applications that can be used in their classrooms. In effect, what do teachers need to do to affect the benefits widely documented in research?

A reluctance to embrace cooperative learning may also be due to the challenge it poses to teachers' control of the learning process, the demands it places on classroom organisational changes, and the personal commitments teachers need to make to sustain their efforts. Moreover, a lack of understanding of the key role teachers need to play in embedding cooperative learning into the curricula to foster open communication and engagement among teachers and students, promote cooperative investigation and problem-solving, and provide students with emotionally and intellectually stimulating learning environments may be another contributing factor. The Teacher's Role in Implementing Cooperative Learning in the Classroom provides readers with a comprehensive overview of these issues with clear guidelines on how teachers can embed

cooperative learning into their classroom curricula to obtain the benefits widely attributed to this pedagogical practice. It does so by using language that is appropriate for both novice and experienced educators. The volume provides: an overview of the major research and theoretical perspectives that underpin the development of cooperative learning pedagogy; outlines how specific small group experiences can promote thinking and learning; discusses the key role teachers play in promoting student discourse; and, demonstrates how interaction style among students and teachers is crucial in facilitating discussion and learning. The collection of chapters includes many practical illustrations, drawn from the contributors' own research of how teachers can use cooperative learning pedagogy to facilitate thinking and learning among students

across different educational settings.
Effective Peer Learning

- Keith Topping
2017-03-31

Peer learning allows a positive use of differences between pupils, turning them into learning opportunities. Yet education professionals often remain unfamiliar with the principles necessary to guarantee its effectiveness. The aim of this book is to help practitioners establish well-structured and effective peer learning projects using a variety of methods. It introduces and defines cooperative learning (mutual peer interaction) and peer tutoring (directional peer interaction) - outlining general organisational principles that will help practitioners implement peer learning in either of these forms. The authors consider how to prepare and train learners to undertake their roles effectively, and how to organise and monitor the

process of interaction as it is happening. They then look at how these systems actually operate in the classroom, exploring how the organisational principles work in practice and giving many practical examples. Subsequently three successive chapters consider how to structure peer interactions in cooperative learning, same-age peer tutoring and cross-age peer tutoring. Finally, the advantages and problems, and the potential and challenges, of peer learning are examined. The book should be read in stages, with each part being able to be read on its own - thus providing time for reflection. Within each part, readers can choose to focus on cooperative learning or peer tutoring. The successive focuses on definitions, general principles of implementation and practical issues of implementation should help practitioners build their skills and

confidence. Many choices between methods are described, and when teachers are confident in one method they may then consider trying a new method. It is the authors' hope that the book will become a model for peer learning by sharing with readers the skills of other practitioners, and thereby helping all children to develop to their full potential.

Implementation of Cooperative Learning Approach in a University EFL Conversation Class -
2011

Transformative Classroom Management - John Shindler 2009-11-04
Transformative Classroom Management The natural condition of any classroom is harmonious, satisfying, and productive, so why do so many teachers struggle with problems of apathy, hostility, anxiety, inefficiency, and resistance? In this groundbreaking book, education expert John Shindler presents a powerful model,

Transformative Classroom Management (TCM), that can be implemented by any teacher to restore the natural positive feelings in his or her classroom—the love of learning, collaboration, inspiration, and giving—and create a productive learning environment in which all students can achieve. Unlike other classroom management systems that view problems as something to be "handled," TCM offers suggestions for creating optimal conditions for learning, performance, motivation, and growth. This practical book shows teachers how to abandon ineffective short-term gimmicks, bribes, and punishments and adopt the proven management practices and new habits of mind that will transform their classrooms. Praise for Transformative Classroom Management
"Transformative Classroom Management is a practical resource that explains the how and why of classroom management for novice

and veteran teachers. Dr. Shindler recognizes the importance of preserving the teacher's sanity while ensuring the student's development of a personal sense of responsibility and a positive self-esteem."

-EILEEN MATUS, principal, South Toms River Elementary School, New Jersey "I have read many other management books by other authors, but Transformative Classroom Management has been the best so far at demystifying the invisible forces in the classroom." -WILL McELROY, 4th grade teacher, Los Angeles United School District "This book was an invaluable tool for me during my student teaching. It served as a reference book that I found myself continually drawn to while struggling to find ways to effectively manage 29 first graders. The ideas, concepts and suggestions in the book were so innovative and helpful that even my Master Teacher found

herself implementing some of the ideas! A must have for all student teachers!" -CAROL GILLON, student teacher, Seattle University "Insightful and thoroughly researched, Transformative Classroom Management is an invaluable tool to help teachers, newbies and veterans alike, develop fully functional and engaged learning communities."

-LISA GAMACHE RODRIGUEZ, teacher, Los Angeles Unified School District
Secondary Schools and Cooperative Learning - Jon E. Pedersen
2014-03-18

First Published in 1995. Routledge is an imprint of Taylor & Francis, an informa company.

Cooperative Learning - Shlomo Sharan 1990
This collection of theoretical and empirical research addresses the most recent advances in cooperative learning and its applications, implications, and effects on teachers and students at both the

elementary and secondary levels. The central concern of the contributors is how a set of particular instruction methods affects people in classrooms and what this form of instruction contributes or fails to contribute to them. In their attempt to illuminate some of the major effects of cooperative learning methods, the contributors discuss a number of theoretical and practical issues not covered elsewhere, including the effects of cooperative learning on teachers, on high school science studies, on student motivation, and on the acquisition of group process and learning skills. Educational psychologists and researchers as well as teachers in training will find Cooperative Learning an illuminating source of information about a model of teaching that, the contributors argue, produces a wide range of positive effects on both

the teacher and student populations. Taken together, these chapters demonstrate a wider applicability and more socially and psychologically important impacts of cooperative learning than have been documented before. Among the topics addressed are cooperative learning and achievement, treating status problems in the cooperative classroom, cooperative learning models, teachers' verbal behavior in cooperative and whole-class instruction, and the effects of cooperative learning on ethnic relations. The contributors are united in their belief that cooperative learning promises to provide a viable alternative to the predominantly verbal-presentation type of teaching that is still the norm in most Western classrooms. The research reported here will help establish a central role for cooperative learning methods in the training and practice of

classroom instruction as we enter the 1990s.

Contemporary Global Perspectives on Cooperative Learning -

Robyn M. Gillies

2023-03-29

This volume captures contemporary global developments in cooperative learning (CL) across varied educational contexts, levels, and disciplines. Cooperative learning is widely recognized as a pedagogical practice that promotes socialization and learning among students, from kindergarten to tertiary education and across different subject domains. With chapters from contributors throughout the Global North and South, this comprehensive volume offers a wide-ranging perspective and addresses a range of cooperative learning pedagogies including relational, online, and peer learning, STAD, the Jigsaw model, and dialogic talk. The chapters draw on novel empirical research and theory to highlight best

practices in cooperative learning, whilst also considering the challenges, limitations, and factors which drive or inhibit learner engagement and success. Consistent attention is given to the pivotal role of the educator in implementing cooperative learning to maximum benefit to enhance students' affective, social, cognitive, and metacognitive learning. Thus, this book will appeal to scholars and researchers across a variety of subjects; and will provide an additional benefit to in-service and pre-service educators who already practice cooperative learning in their classrooms, as well as those who are interested in implementing the model.

Methodology in Language Teaching -

Jack C. Richards

2002-04-08

This comprehensive anthology gives an overview of current approaches, issues and practices in the teaching of English to speakers of other

languages at elementary, secondary, and tertiary levels.

Variables Affecting the Teacher Implementation of Cooperative Learning Methods in ESL and Bilingual Classrooms - Myrna D. Cohen 1993

Handbook of Cooperative Learning Methods - Shlomo Sharan 1994
This professional reference overviews cooperative learning and includes sections on generic methods of instruction, the application of cooperative learning to particular disciplines, and the implementation of programs in schools. *59 Kagan Structures - Proven Engagement Structures* - Spencer Kagan 2015-05-01
Kagan Structures are revolutionary teaching strategies. Why? Because they create an unparalleled level of student engagement. Kagan Structures create a cooperative and caring class tone by putting students on the same side as they interact in pairs, small teams, and

with classmates. Structures ensure every student is individually accountable so no one can hide and take a free ride. Structures create equal participation which means all students are engaged a much greater percent of the time. In this must-have Kagan reference guide, you get 59 step-by-step Kagan Structures you'll use time and time again. More structures means more tools in you teaching toolbox to create more student engagement, more student learning, and more success! 240pp
Professional Development for Cooperative Learning - Celeste M. Brody 1998-01-01
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.
Teaching and Learning STEM - Richard M. Felder 2016-02-22

Rethink traditional teaching methods to improve student learning and retention in STEM Educational research has repeatedly shown that compared to traditional teacher-centered instruction, certain learner-centered methods lead to improved learning outcomes, greater development of critical high-level skills, and increased retention in science, technology, engineering, and mathematics (STEM) disciplines. Teaching and Learning STEM presents a trove of practical research-based strategies for designing and teaching STEM courses at the university, community college, and high school levels. The book draws on the authors' extensive backgrounds and decades of experience in STEM education and faculty development. Its engaging and well-illustrated descriptions will equip you to implement the strategies in your courses and to deal effectively with

problems (including student resistance) that might occur in the implementation. The book will help you: Plan and conduct class sessions in which students are actively engaged, no matter how large the class is Make good use of technology in face-to-face, online, and hybrid courses and flipped classrooms Assess how well students are acquiring the knowledge, skills, and conceptual understanding the course is designed to teach Help students develop expert problem-solving skills and skills in communication, creative thinking, critical thinking, high-performance teamwork, and self-directed learning Meet the learning needs of STEM students with a broad diversity of attributes and backgrounds The strategies presented in Teaching and Learning STEM don't require revolutionary time-intensive changes in your teaching, but rather a gradual integration of

traditional and new methods. The result will be continual improvement in your teaching and your students' learning. More information about Teaching and Learning STEM can be found at <http://educationdesignsinc.com/book> including its preface, foreword, table of contents, first chapter, a reading guide, and reviews in 10 prominent STEM education journals.

An Instructor's Guide for Implementing Cooperative Learning in the Equipment Records and Parts Specialist Course - Judith E. Brooks 1987

Cooperative Learning for Intercultural Classrooms

- Kate Ferguson-Patrick 2018-02-21
Cooperative Learning for Intercultural Classrooms helps both pre-service and in-service teachers to develop a well-researched pedagogy that supports inclusive practice for a globalised world. It provides: an overview of theoretical perspectives that illustrate why

cooperative learning is an effective learning strategy; reviews research findings about how cooperative learning supports inclusion; and outlines the strategies and methods that support teachers in putting cooperative learning into practice. Providing a step-by-step guide to implementing cooperative learning for schools, teachers and teacher educators, this invaluable resource includes: guidelines for a staged approach to implementation; case studies of cooperative learning in classrooms from a range of different contexts, including Australia, England, Sweden, Italy, India, Singapore and Hong Kong; guidance on developing an effective professional development programme for a school; appendices with valuable information on a range of cooperative learning structures and explanations of the main types of cooperative learning used in classrooms.

Engaging Students Using

Cooperative Learning -
John D. Strebe
2017-07-20

Motivate your students and create an engaging classroom environment with the time-tested strategies in this book. Drawing on over 35 years of experience, author and consultant John D. Strebe offers a wealth of advice for teachers who want to encourage collaboration and team learning among students of all grade levels. This expanded second edition includes activities and examples across the subject areas, as well as new reproducible tools for classroom use. Topics include... Building enthusiasm and increasing student development with games, mini competitions, and team projects. Implementing new seating arrangements that promote discussion and participation. Keeping students engaged during lectures and presentations. Facilitating group work by organizing students into teams based on

academic skills and personal traits. And more! John D. Strebe taught secondary mathematics for 38 years in the Maryland public schools. He conducts workshops for teachers across the country, providing instruction on setting up a cooperative and engaging classroom.

Doing Quantitative Research in Education

with SPSS - Daniel Muijs
2010-12-10

This accessible and authoritative introduction is essential for education students and researchers needing to use quantitative methods for the first time. Using datasets from real-life educational research and avoiding the use of mathematical formulae, the author guides students through the essential techniques that they will need to know, explaining each procedure using the latest version of SPSS. The datasets can also be downloaded from the book's website, enabling students to practice the techniques for

themselves. This revised and updated second edition now also includes more advanced methods such as log linear analysis, logistic regression, and canonical correlation. Written specifically for those with no prior experience of quantitative research, this book is ideal for education students and researchers in this field.

The teacher's role in cooperative learning in inclusive classrooms -

Sarah Eisenfeld
2019-03-20

Seminar paper from the year 2018 in the subject Didactics - English - Pedagogy, Literature Studies, grade: 1,7, Free University of Berlin (Institute for English Language and Literature), course: Ausgewählte Themen der Englischdidaktik, language: English, abstract: This paper analyses the role of the teacher required for cooperative learning in an inclusive classroom. Cooperative learning is an efficient and

evidence-based teaching method for inclusive classrooms, which puts the emphasizes on learning that is facilitated by students rather than the teacher and thus represents a shift from traditional lecture-style classrooms to more brain-friendly environments. However, although cooperative learning is consistently acknowledged for its efficacy, its implementation remains a challenge. The question whether teachers have the professional competences needed to implement inclusive education is often ignored. The implementation of the convention brings new challenges to the classroom. Inclusive classrooms require inclusive teaching, which means a change of paradigm from a teacher-centred education to a student-centred education has to be enforced. The traditional role distribution between teachers and students does not do justice to

an inclusive classroom. The conventional imparting of knowledge and competences should be replaced by a more auto-didactical approach. Consequently, the education requirements for students and teachers change. There is innumerable research on cooperative learning but only limited research sheds light on the new role a teacher has to take on when it comes to implementing cooperative learning in inclusive classrooms. The main questions to be answered are the following: What does a teacher need to consider when they implement cooperative learning in classrooms? How can the teacher support cooperative learning in an inclusive classroom? Is it even possible for a teacher to fulfil all requirements that come with cooperative learning in an inclusive classroom?

Collaborative Learning in a Global World - Miri Shonfeld 2018-11-01
The 21st century has

brought about changes in every aspect of life through ubiquitous technology and Internet-based social media. The distances between cultures and continents have narrowed, the world has become flat, and multicultural work-teams composed of members from different countries have become a daily reality in global businesses. However, in many ways these global changes in work practices have only just begun to have an impact on education. To better prepare students for the information age, researchers and policy makers largely agree about the skills needed for shared knowledge construction. Indeed, the education systems in several different countries have begun to integrate these skills into teaching and learning and are placing a strong emphasis on their implementation (Melamed et al, 2010; Resta et al, 2011). In 2015 the OECD PISA exam for the first time, included assessment of collaborative problem-

solving in its country-by-country comparison. Collaborative learning is not a trivial challenge nor is it intuitive for all teachers and learners. One must acquire and practice the essential skills in order to successfully work in a team. Consequently it is essential to train teachers in collaborative teamwork, as they must serve as role models for students. In addition, new tools and practices become available at a rate that outpaces the abilities of many higher education institutions to adopt and implement. This book surveys the current state of the field and provides theoretical guidance and practical examples to help meet the gaps in research, development and practice.

A Guidebook for Cooperative Learning - Dee Dishon 1994

מדריך ללמידה שיתופית: טכניקה ליצירת בתי ספר יעילים יותר. הספר כולל דוגמאות ודפי עבודה.

Cooperative learning and

second language teaching

- Steven G. McCafferty
2006

Collaborative Learning Techniques - Elizabeth

F. Barkley 2014-05-06

Engaging students in active learning is a predominant theme in today's classrooms. To promote active learning, teachers across the disciplines and in all kinds of colleges are incorporating collaborative learning into their teaching. Collaborative Learning Techniques is a scholarly and well-written handbook that guides teachers through all aspects of group work, providing solid information on what to do, how to do it, and why it is important to student learning.

Synthesizing the relevant research and good practice literature, the authors present detailed procedures for thirty collaborative learning techniques (CoLTs) and offer practical suggestions on a wide range of topics,

including how to form groups, assign roles, build team spirit, solve problems, and evaluate and grade student participation.

Cooperative Learning in Physical Education and Physical Activity - Ben Dyson 2016-03-10

This book introduces Cooperative Learning as a research-informed, practical way of engaging children and young people in lifelong physical activity.

Written by authors with over 40 years' experience as teachers and researchers, it addresses the practicalities of using Cooperative Learning in the teaching of physical education and physical activity at any age range. *Cooperative Learning in Physical Education and Physical Activity* will help teachers and students of physical education to master research-informed strategies for teaching. By using school-based and real-world examples, it allows teachers to quickly understand the educational benefits of

Cooperative Learning. Divided into four parts, this book provides insight into: Key aspects of Cooperative Learning as a pedagogical practice in physical education and physical activity
Strategies for implementing Cooperative Learning at Elementary School level
Approaches to using Cooperative Learning at Middle and High School level
The challenges and advantages of practising Cooperative Learning
Including lesson plans, activities and tasks, this is the first comprehensive guide to Cooperative Learning as a pedagogical practice for physical educators. It is essential reading for all students, teachers and trainee teachers of physical education and will also benefit coaches, outdoor educators and people who work with youth in the community.

Cooperation in the Classroom - David W. Johnson 1984

Cooperative Learning in

Higher Education -

Barbara Millis

2012-03-12

Research has identified cooperative learning as one of the ten High Impact Practices that improve student learning. If you've been interested in cooperative learning, but wondered how it would work in your discipline, this book provides the necessary theory, and a wide range of concrete examples. Experienced users of cooperative learning demonstrate how they use it in settings as varied as a developmental mathematics course at a community college, and graduate courses in history and the sciences, and how it works in small and large classes, as well as in hybrid and online environments. The authors describe the application of cooperative learning in biology, economics, educational psychology, financial accounting, general chemistry, and literature at remedial, introductory, and

graduate levels. The chapters showcase cooperative learning in action, at the same time introducing the reader to major principles such as individual accountability, positive interdependence, heterogeneous teams, group processing, and social or leadership skills. The authors build upon, and cross-reference, each others' chapters, describing particular methods and activities in detail. They explain how and why they may differ about specific practices while exemplifying reflective approaches to teaching that never fail to address important assessment issues.

Technical College Instructors' Implementation of Cooperative Learning -
Margaret Mary Brunn 1996

Policy and Practice in Bilingual Education -
Ofelia García 1995-01-01
A collection of pivotal papers from 1986-1993 on bilingualism and bilingual education, grouped in sections on

policy and legislation, implementation of bilingual policy in schools, bilingualism in instruction, and using the bilingualism of the school community.

Articles conclude with suggested student activities and discussion questions, encouraging students to take on an advocacy-oriented role. The reader can be used alone or with the publisher's Foundations of Bilingual Education and Bilingualism. No index. Annotation copyright by Book News, Inc., Portland, OR

Emerging Perspectives on Learning, teaching, and Technology - Michael Orey 2012-03-20

Emerging Perspectives on Learning, Teaching, and Technology

Circles of Learning - David W. Johnson 1993
David and Roger Johnson and Edythe Holubec. An overview of cooperative learning. The essential components of successful cooperative learning, the teacher's role, and the teaching of social skills to students are

all covered. Cooperation among teachers is also discussed. An excellent introduction to cooperative learning. -- Publisher.

Pioneering Perspectives in Cooperative Learning

- Neil Davidson

2021-03-30

Offering first-hand insights from the early originators of Cooperative Learning (CL), this volume documents the evolution of CL, illustrating its historical and contemporary research, and highlights the personal experiences which have helped inspire and ground this concept. Each of the chapters in *Pioneering Perspectives in Cooperative Learning* foregrounds a key approach to CL, and documents the experiences, research, and fruitful collaborations which have shaped and driven their development. Contributions from leading scholars include Aronson, Davidson, Kagan, Johnson & Johnson, Schmuck, the

Sharans, Slavin and Madden, as well as retrospective pieces on the work of Deutsch and Cohen. These chapters detail the historical development of cooperative learning, cooperation versus competition, and cover major approaches including the jigsaw classroom; complex instruction; the learning together model, and several more. Chapters include qualitative, personal, and retrospective accounts, whereby authors outline the research and theory which underpins each approach while highlighting practical strategies for classroom implementation. This text will primarily be of interest to professors, researchers, scholars, and doctoral students with an interest in the theory of learning, educational research, and educational and social psychology more broadly. Practitioners of CL with an interest in varied forms of small group

learning and classroom practice, as well as those interested in the history and sociology of education, will also benefit from the volume. Cooperative Learning and the Collaborative School - Ronald S. Brandt 1991 Cooperation in the classroom counteracts well-established routines and values that nearly all adults and many educators take for granted. Education remains a fiercely competitive enterprise, and individualistic notions of professionalism predominate. Despite the continued importance of independence, initiative, and personal achievement, today's schools are experimenting with consideration, sharing, collegiality, and commitment to group goals. This volume contains readings from recent editions of "Educational Leadership" on cooperative learning and collaborative schools, beginning with Robert Slavin's introduction and Ronald

Brandt's insistence that cooperation is not un-American. The articles in the second section discuss various cooperative learning models, including Team Assisted Individuation, Cooperative integrated Reading and Composition, and Group Investigation. The third section is devoted to implementation of cooperative learning, and the fourth section highlights the idea of schools as caring communities developed through group work. The sixth section provides ideas on how to get started, and the seventh section summarizes controversies among various researchers. The final section presents articles on the collaborative school, focusing on developing teacher collegiality, cooperative professional development, and school improvement efforts. The volume ends with an extensive annotated bibliography divided into nine parts. (MLH)

Cooperative Learning in Physical Education - Ben

Dyson 2012

Cooperative Learning is a dynamic instructional model that can teach diverse content to students at different grade levels, with students working together in small, structured, heterogeneous groups to master subject content. This book defines Cooperative Learning in physical education and examines how to implement Cooperative Learning in a variety of educational settings. As the only text to provide international perspectives of Cooperative Learning in physical education, this book is important reading for any student, researcher or teacher with an interest in physical education, sport education, sport pedagogy, curriculum development or methods for learning and teaching.

Cooperative Learning and Strategies for Inclusion - JoAnne Wachholz Putnam 1998

This book reviews the basics of cooperative

learning and provides guidance to educators and administrators on adapting curricula and implementing methods such as multilevel instruction.

The Jigsaw Classroom - Elliot Aronson 1997

This book is written primarily for teachers who are looking for ways to expand their classroom repertoire in a more cooperative direction. It is aimed at demonstrating the benefits of cooperative learning and showing teachers how they can easily adopt the jigsaw method and integrate it into their usual ways of teaching.

Cooperative Learning Structures for

Classbuilding - Miguel Kagan 1995

Content ideas, ready to do activities and cooperative learning structures.

Choice Theory in the Classroom - William Glasser, M.D. 2010-11-16
William Glasser, M.D., puts his successful choice theory to work in our schools--with a new approach in increasing

student motivation. "Dr. Glasser translates choice theory into a productive, classroom model of team learning with emphasis on satisfaction and excitement. Working in small teams, students find that knowledge contributes to power, friendship and fun. Because content and the necessary student collaboration skills must be taught, teachers need to develop skills if they are to use this model successfully. The dividends are 'turned-on' students and satisfied teachers." --Madeline Hunter, University of California at Los Angeles "Choice Theory in the Classroom is a landmark book, without question one of the most important and useful books for teachers to appear in a long while. Written with rare lucidity and grace, the book has numerous instantly usable ideas that will contribute fundamentally to the success of classroom teachers. William Glasser combines his

extensive theoretical expertise and wide practical experience to provide a practical and illuminating guide for teachers [that] should be required reading in every college of education in the country." --David and Roger Johnson, University of Minnesota

"Choice Theory in the Classroom presents an insightful analysis of what is wrong with traditional school and what need to be done about it. Dr. Glasser gives a compelling rationale for the use of learning-teams in schools to capture the excitement and commitment students display in sports but rarely in the classroom. The book is well written and persuasive. I hope every teacher in America buys it, believes it, and behaves accordingly." --Robert Slavin, John Hopkins University

Active Learning - Sílvio Manuel Brito 2019-10-02

Active learning is now a form of learning that accompanies the knowledge evolution that challenges the learner to promote it, but also encourages him to investigate and become emotionally involved in the task. The great key to obtaining this behavior successfully depends, therefore, on the subject's involvement and ability to undertake, so that active learning becomes emotional entrepreneurial learning that generates new ideas and new forms of knowledge. From memorization, we move on to inquiry, from questioning to constructive participation, from hypostasis to problem-solving, from generalization to critical thinking. When we look at this book, we see real examples, concrete, and senses, from the most important act of human nature: learning!