

The Having of
Wonderful Ideas and
Other Essays on
Teaching and Learning

Duckworth, Eleanor Ruth

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The Having Of Wonderful Ideas And Other Essays On Teaching And Learning

Eleanor Ruth Duckworth



The Having Of Wonderful Ideas And Other Essays On Teaching And Learning:

The Having of Wonderful Ideas and Other Essays on Teaching and Learning, 3rd Ed. Eleanor Duckworth, 2006-11-24
Eleanor Duckworth's ideas contained in these timeless essays are more important than ever to the public discourse on education. They are a much needed antidote to many of today's school reform practices where a number is accepted as an adequate representation of a student's learning. While touching on many subjects from science/math and poetry to learning, teaching, thinking, evaluation, and teacher education, each of these essays supports the author's deeply felt belief that the having of wonderful ideas is the essence of intellectual development. The revised Third Edition of this indispensable classic on Piaget and teaching features a new introduction, a new chapter on critical exploration in the classroom, and a renewed belief in the need to educate children about peace and social justice. Praise for Previous Editions: A classic to be. Instructor: A striking example of how Piaget's work could well be applied to education to advantage and with delight. School Psychology International: As she explains in her inspiring account of the exhilarating process of teaching and learning, now we all have the opportunity to create wonderful ideas. Educational Leadership: Admirably confirms Eleanor Duckworth's ability to express complex ideas and profound insights with clarity, good sense, and relevance for classroom practice. The Journal of Educational Thought: Eleanor Duckworth is Professor of Education at Harvard University. She worked with Jean Piaget for more than two decades as a student and colleague.

"The Having of Wonderful Ideas" & Other Essays on Teaching & Learning
Eleanor Ruth Duckworth, 1996-01-01
The revised Third Edition of this indispensable classic on Piaget and teaching features a new introduction, a new chapter on critical exploration in the classroom, and a renewed belief in the need to educate children about peace and social justice.

"The Having of Wonderful Ideas" & Other Essays on Teaching & Learning
Eleanor Ruth Duckworth, 1996

In Search of Wonderful Ideas
Mary Kay Delaney, Susan Jean Mayer, 2021
Drawing on the work of Eleanor Duckworth, the authors examine critical exploration in the classroom, a student-centered learning approach that Duckworth developed herself, drawing on the work of Jean Piaget. For the authors, such teaching and learning relies upon teachers' developed knowledge, skills, and wisdom in the practices of intentional listening, observing, and sensitive questioning, and on their ability to conduct open and materials-based intellectual explorations with a diverse array of students. The complex work that the authors outline has grown less visible within programs of teacher education and in classrooms as other interests prevail, challenges like edTPA and standards-based instruction. The authors make a case for critical exploration within programs of teacher education and demonstrate across chapters the ways in which such an approach may manifest itself within and across disciplinary domains.

Adapting Historical Knowledge Production to the Classroom P.V. Kokkotas, K.S. Malamitsa, A.A. Rizaki, 2011-10-18
The aims of this book are to contribute to professional development of those directly involved in science education: science teachers, elementary and secondary science teacher advisors, researchers in science education, etc. to contribute to the improvement of the quality of science education at all levels of education with the

exploitation of elements from History of Science incorporated in science teaching it is argued that through such approaches the students motivation can be raised their romantic understanding can be developed and consequently their conceptual understanding of science concepts can be improved since these approaches make science more attractive to them and to contribute to the debate about science education at the international level in order to find new ways for further inquiry on the issues that the book is dealing with The book is divided in two parts The first expounds its philosophical and epistemological framework and the second combines theory and praxis the theoretical insights with their practical applications ENC Focus ,2000

Feel-Bad Education Alfie Kohn,2011-04-05 Mind opening writing on what kids need from school from one of education s most outspoken voices Arguing that our schools are currently in the grip of a cult of rigor a confusion of harder with better that threatens to banish both joy and meaningful intellectual inquiry from our classrooms Alfie Kohn issues a stirring call to rethink our priorities and reconsider our practices Kohn s latest wide ranging collection of writings will add to his reputation as one of the most incisive thinkers in the field who questions the assumptions too often taken for granted in discussions about education and human behavior In nineteen recently published essays and in a substantive introduction new for this volume Kohn repeatedly invites us to think more deeply about the conventional wisdom Is self discipline always desirable he asks citing surprising evidence to the contrary Does academic cheating necessarily indicate a moral failing Might inspirational posters commonly found on school walls Reach for the stars reflect disturbing assumptions about children Could the use of rubrics for evaluating student learning prove counterproductive Subjecting young children to homework grades or standardized tests merely because these things will be required of them later reminds Kohn of Monty Python s getting hit on the head lessons And with tongue firmly in cheek he declares that we should immediately begin teaching twenty second century skills Whether Kohn is clearing up misconceptions about progressive education or explaining why incentives for healthier living are bound to backfire debunking the idea that education reform should be driven by concerns about economic competitiveness or putting Supernanny in her place his readers will understand why the Washington Post has said that teachers and parents who encounter Kohn and his thoughts come away transfixed ready to change their schools

The Sage Encyclopedia of Education and Gender Elizabeth E. Blair,Sherry L. Deckman,2025-10-06 Gender is a prominent and often contested issue in educational settings across the globe While understandings of gender and academic and professional potential roles and expectations and opportunities and abilities have greatly expanded over the past century in various contexts schools remain sites of intense conflict around definitions of gender and gendered access and expression For example in the US there is growing public backlash against recognizing gender diversity in schools with educators being called to make their teaching more inclusive while schools debate what representations are permissible and parents bring legal action against school districts over recognizing students chosen gender expression Furthermore educational access and outcomes have nuanced gendered patterns to which

educators and educational researchers must be attentive For example in India growing literacy rates among youth now show gender parity while across age groups men show higher literacy rates than women In Afghanistan girls have recently been restricted from attending school Globally school attendance among youth who menstruate is reduced because of lack of access to menstrual health products In the US and many Western countries women are more likely to graduate high school and college than men with the US showing the greatest degree attainment disparities between women and men of color However US women still advance in STEM fields at persistently lower rates than men a pattern contrasted by the rapid rise of women earning the majority of STEM degrees in China These examples begin to show the nuance of gendered educational patterns with perspectives growing in complexity as our understandings of gender shift and change moving beyond the traditional gender binary Yet despite rapid changes in gendered educational patterns and in how education scholars conceptualize and study gender the field lacks a recent comprehensive resource text This two volume encyclopedia a unique compendium on gender and education with an expansive and inclusive approach will address this urgent need Featuring a broad range of 250 300 well researched short articles written by global experts in the field this much needed guide will be an essential first stop resource for students and scholars exploring issues of gender and education as well as educators caught in a rapidly changing and nuanced field A central strength of this encyclopedia will be its broad nuanced and inclusive exploration of gender Entries will explore topics of gender and education comprehensively through an intersectional lens covering issues of gender equity identity and inclusivity in education that impact women girls men boys trans genderqueer and nonbinary people As education is an interdisciplinary field the Encyclopedia will draw from perspectives in sociology anthropology psychology policy studies leadership philosophy history economics law curriculum studies public health race ethnic studies and women gender queer studies

Sourcebook of Experiential Education Thomas E. Smith, Clifford E. Knapp, 2011-01-20 This sourcebook book provides a much needed overview and foundations for the field of experiential education through portraits of philosophers educators and other practitioners whose work is relevant to understanding its philosophy and methodology

Inquiry and the National Science Education Standards National Research Council, Center for Science, Mathematics, and Engineering Education, Committee on Development of an Addendum to the National Science Education Standards on Scientific Inquiry, 2000-05-03 Humans especially children are naturally curious Yet people often balk at the thought of learning science the eyes glazed over syndrome Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant blazing quasar Inquiry and the National Science Education Standards is the book that educators have been waiting for a practical guide to teaching inquiry and teaching through inquiry as recommended by the National Science Education Standards This will be an important resource for educators who must help school boards parents and teachers understand why we can't teach the way we used to Inquiry refers to the diverse ways in which scientists study the natural world and in which students grasp science

knowledge and the methods by which that knowledge is produced This book explains and illustrates how inquiry helps students learn science content master how to do science and understand the nature of science This book explores the dimensions of teaching and learning science as inquiry for K 12 students across a range of science topics Detailed examples help clarify when teachers should use the inquiry based approach and how much structure guidance and coaching they should provide The book dispels myths that may have discouraged educators from the inquiry based approach and illuminates the subtle interplay between concepts processes and science as it is experienced in the classroom Inquiry and the National Science Education Standards shows how to bring the standards to life with features such as classroom vignettes exploring different kinds of inquiries for elementary middle and high school and Frequently Asked Questions for teachers responding to common concerns such as obtaining teaching supplies Turning to assessment the committee discusses why assessment is important looks at existing schemes and formats and addresses how to involve students in assessing their own learning achievements In addition this book discusses administrative assistance communication with parents appropriate teacher evaluation and other avenues to promoting and supporting this new teaching paradigm

Succeeding at Your

Interview Rita S. Brause, Christine P. Donohue, Alice W. Ryan, 2002-01-01 Succeeding at Your Interview A Practical Guide for Teachers uses an effective interactive format to present core information about interviewing for a teaching job document a wide variety of interview processes guide teacher candidates in developing strategies for interviewing and increase their confidence in communicating their professional knowledge In a spiral process readers are asked to consider scenarios respond to questions contemplate the perspective offered by the authors and modify their responses The goal is to help teacher candidates develop and articulate a clear idea of their own professional knowledge and of the culture of the schools at which they are interviewing Special features Eleven detailed chapters and five interview scenarios engage the reader in continuous reflective practice in the multifaceted activities integral to interviewing beginning with organizing the job search and proceeding through the entire interview process The scenarios implicitly develop knowledge and the chapters explicitly detail the information Specific interview situations engage readers in articulating their professional knowledge linking theory and practice Keep in Mind comments Margin Notes and Decision Trees provide opportunities to reflect on the issues and develop personal responses Sample documents formats questions and responses enhance understanding of evaluation processes Graphic organizers at the beginning and end of each chapter provide visual representations of the concepts and concerns addressed in each chapter assisting the reader in identifying chapters relevant to their current needs in the job search and in synthesizing organizing and reviewing the information contained in the chapter

Teacher Learning in

Language Teaching Donald Freeman, Jack C. Richards, 1996-02-23 This book introduces a new field of educational research called teacher learning as it applies to the teaching of languages Up until recently the study of second language teacher education has focused mainly on the knowledge base and specific skills needed for effective teaching This book invites us to

look at teacher education from a fresh point of view through an exploration of the thinking and learning processes of individuals as they learn to teach Seventeen original articles based on studies done in North America Europe Asia and Australia provide examples of pioneering research into the ways that individuals learn to teach languages and the roles that previous experience social context and professional training play in the process The collection thus helps establish a research base for this newly developing field

Teaching by Heart Sara Day Hatton, 2018-08-17 Some of the most prominent educators of our time including Robert Coles Vivian Paley Ted Sizer Maxine Greene Alfie Kohn Parker Palmer Ira Shor and Donald Graves reveal their personal stories and offer valuable insights in this one of a kind collection In up close and personal interviews they share memorable learning experiences discuss how they overcame obstacles and feelings of isolation to teach in a learner centered active classroom and much more Personifying what it means to be a teacher this wonderful collection Brings together powerful stories that will inspire teachers to examine their own actions and assumptions about their teaching practices Helps teachers to identify with renowned educators who continuously struggle to improve their craft Features rich examples of the rewards of taking time to reflect on teaching and learning and the value we can make of our experiences These interviews confirmed my belief that changes in education have to start from the ground up After reading this book I sighed with relief that many of my frustrations in education have also been experienced by so many noted educators

Cacky Peltz art educator Vermont *Towards a Community of Antiracist Praxis in Higher Education* Jie Y. Park, Laurie Ross, 2025-08-22 Weaving together theory research and practice this edited volume provides rich accounts of teaching from faculty at a predominantly white institution who participated in a community of antiracist praxis a cycle of action and reflection on pedagogy The chapters highlight the ways in which faculty can transform classrooms and colorblind discourses in higher education They center the voices of faculty who are on the ground and grappling with their own positionality and academic training to present an antiracist pedagogy that emphasizes student agency and authority exposes whiteness in course content and inquiry processes and introduces students to new ways of knowing that are racially just Each contributing author offers principles teaching activities and resources that readers can apply in their own disciplinary or interdisciplinary contexts Written for faculty graduate students administrators and pedagogy specialists in higher education this book urges readers who work in higher education to action and paves a path forward through the creation of communities of antiracist praxis

College Teaching and the Development of Reasoning Robert G. Fuller, Thomas C. Campbell, Dewey I. Dykstra, Scott M. Stevens, 2009-10-01 This book is intended to offer college faculty members the insights of the development of reasoning movement that enlighten physics educators in the late 1970s and led to a variety of college programs directed at improving the reasoning patterns used by college students While the original materials were directed at physics concepts they quickly expanded to include other sciences and the humanities and social sciences On going developments in the field will be included The editors have introduced new topics including discussions of Vygotsky's ideas in

relation to those of Piaget of science education research progress since 1978 of constructivist learning theory applied to educational computer games and of applications from anthropology to zoology These materials are especially relevant for consideration by current university faculty in all subjects *The Art of Teaching Science* Jack Hassard, Michael Dias, 2013-07-04 The Art of Teaching Science emphasizes a humanistic experiential and constructivist approach to teaching and learning and integrates a wide variety of pedagogical learning tools These tools involve inquiry and experimentation reflection through writing and discussion as well as experiences with students science curriculum and pedagogy Becoming a science teacher is a creative process and this innovative textbook encourages students to construct ideas about science teaching through their interactions with peers professionals and instructors and through hands on minds on activities designed to foster a collaborative thoughtful learning environment The Routledge International Handbook of Research on Dialogic Education Neil Mercer, Rupert Wegerif, Louis Major, 2019-09-26 The Routledge International Handbook of Research on Dialogic Education provides a comprehensive overview of the main ideas and themes that make up the exciting and diverse field of Dialogic Education With contributions from the world's leading researchers it describes underpinning theoretical approaches debates methodologies evidence of impact how Dialogic Education relates to different areas of the curriculum and ways in which work in this field responds to the profound educational challenges of our time The handbook is divided into seven sections covering The theory of Dialogic Education Classroom dialogue Dialogue teachers and professional development Dialogic Education for literacy and language Dialogic Education and digital technology Dialogic Education in science and mathematics Dialogic Education for transformative purposes Expertly written and researched the handbook marks the coming of age of Dialogic Education as an important and distinctive area of applied educational research Featuring chapters from authors working in different educational contexts around the world the handbook is of international relevance and provides an invaluable resource for researchers and students concerned with the study of educational dialogue and allied areas of socio cultural research It will interest students on PhD programmes in Education Faculties Master's level courses in Education and postgraduate teacher training courses The accounts of results achieved by high impact research projects around the world will also be very valuable for policy makers and practitioners **The Routledge International Handbook of Student-Centered Learning and Teaching in Higher Education** Sabine Hoidn, Manja Klemenčič, 2020-07-28 The movement away from teacher centered toward student centered learning and teaching SCLT in higher education has intensified in recent decades Yet in spite of its widespread use in literature and policy documents SCLT remains somewhat poorly defined under researched and often misinterpreted Against this backdrop The Routledge International Handbook of Student Centered Learning and Teaching in Higher Education offers an original comprehensive and up to date overview of the fundamentals of SCLT and its discussion and applications in policy and practice Bringing together 71 scholars from around the world the volume offers a most comprehensive and up to date overview of the

fundamentals of SCLT and its applications in policy and practice provides beacons of good practice that display how instructional expertise manifests itself in the quality of classroom learning and teaching and in the institutional environment and critically discusses challenges new directions and developments in pedagogy course and study program design classroom practice assessment and institutional policy An essential resource this book uniquely offers researchers educators and students in higher education new insights into the roots latest thinking practices and evidence surrounding SCLT in higher education

Constructivist Teacher Education Virginia Richardson, 2005-08-15 First published in 1997 Routledge is an imprint of Taylor Francis an informa company

Learning Relationships in the Classroom Dorothy Faulkner, Karen Littleton, Martin Woodhead, 2013-12-16 This reader explores the nature of interactions between children and their teachers in the classroom It emphasises the importance of such relationships for children s learning and for educational practice Part 1 looks at different cultural conceptions of the teacher learner relationship and how this relates to schooling cognitive development and the aquisition of knowledge Part 2 takes a closer look at the role of language and dialogue in interactions between adults and children in classrooms Part 3 describes research by developmental psychologists on peer interaction and collaborative learning and discusses how it has advanced our understanding of how children learn from each other Part 4 considers the implications of classroom based collaborative learning initiatives and the potential for creating communities of enquiry which change how we think about knowledge acquisition

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