

"THE HAVING OF

# *Wonderful*

IDEAS"



AND OTHER ESSAYS ON  
TEACHING AND LEARNING

*Eleanor Duckworth*

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

**Jessica J Manson**



## **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. Per the authors, such teaching and learning relies upon teachers' developed knowledge, skills, and wisdom in the practices of intentional listening, observing, and sensitive question posing, 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. **The ^AOxford Handbook of Philosophical and Qualitative Assessment in Music Education** David J. Elliott, Marissa Silverman, Gary E. McPherson, 2019-07-01 The Oxford Handbook of Philosophical and Qualitative Assessment in Music Education offers critical perspectives on a wide range of conceptual and practical issues in music education assessment and evaluation as these apply

to music education in schools and community settings

### **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.

**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      **ENC Focus** ,2000      *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,2005 This is a core teaching textbook designed for the professional development of middle and high school science teachers Differing from other texts in its constructivist approach to learning and teaching it provides meaningful learning experiences and connections with the most recent research and understanding of science teaching Each chapter is organized into two sections the first focuses on the content of the major theme of the chapter while the second consists of a newspaper like feature called The Science Teaching Gazette containing a variety of strategies for extending the learning process Packed with learning tools hands on inquiry activities case studies think pieces and interviews with teachers around the world this is a remarkably comprehensive textbook designed to prepare a new cadre of science teachers Midwest

**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.

*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 acquisition 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 **Constructivist Teacher Education** Virginia Richardson, 2005-08-15 First published in 1997 Routledge is an imprint of Taylor Francis an informa company **Imaginative Science Education** Yannis Hadzigeorgiou, 2016-05-26 This book is about imaginative approaches to teaching and learning school science Its central premise is that science learning should reflect the nature of science and therefore be approached as an imaginative creative activity As such the book can be seen as an original contribution of ideas relating to imagination and creativity in science education The approaches discussed in the book are storytelling the experience of wonder the development of romantic understanding and creative science including science through visual art poetry and dramatization However given the perennial problem of how to engage students of all ages in science the notion of aesthetic experience and hence the possibility for students to have more holistic and fulfilling learning experiences through the aforementioned imaginative approaches is also discussed Each chapter provides an in depth discussion of the theoretical background of a specific imaginative approach e g storytelling wonder full science reviews the existing empirical evidence regarding its role in the learning process and points out its implications for pedagogy and instructional practices Examples from physical science illustrating its implementation in the classroom are also discussed In distinguishing between participation in a science activity and engagement with science ideas per se the book emphasizes the central role of imaginative engagement with science content knowledge and thus the potential of the recommended imaginative approaches to attract students to the world of science *How Black and Working Class Children Are Deprived of Basic Education in Canada* Bairu Sium, 2014-04-03 This book is the culmination of twenty four years of research It explores the thematic intersections of race class immigration and the potential of building student centered classrooms Of course the building of a truly student centered is itself a slow and contested process Over the years progressive changes towards more inclusive education made by some governments were dismantled by others and have left disadvantaged children where they were before the study was launched In the meantime the system has perfected the process of streaming minority children to dead end courses that betray the social and economic mobility advertised to them This book examines the moments and positions of educational betrayal in which racialized and working class students disproportionately find themselves For many at that point the only option is to drop out of school and engage in the drug trade or other lifestyles that put them at further risk This is a longitudinal study of a kind with respect to reform and changes retained in education It started with eight months observation of a split level grade five and six classroom in September 1986 That was instrumental in identifying the uphill battle that black working class and new immigrant children and their parents were facing to secure the education they deserved Through continued reviews observation and follow up interviews change or lack of it was traced The results call for



urgent overhaul of the way education is provided to all children The book ends with suggestions to effect change

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