



# Teachers And Texts

**Len Frobisher**



## **Teachers And Texts:**

*Teachers and Texts* Michael W. Apple, 2021-12-16 First published in 1987 this research provides insight on the political economy of schooling and includes an analysis of power as they operate both within and outside of schools in the construction of class and gender relations This is part of a series of volumes that have begun to enquire into the relationship between the curriculum and teaching that is found in our formal institutions of education and unequal power in society

**Teachers and Texts** Michael W. Apple, 2013-12-16 Apple critically examines current trends in educational policy and draws on the issues of gender class and economic pressure implicit in the battle for control of the curriculum *Discrete Mathematics For Teachers* Ed Wheeler, Jim Brawner, 2010-06-01 Originally Published by Houghton Mifflin Company 2004 There is a national consensus that teachers who teach middle grades and elementary mathematics need deeper and broader exposure to mathematics in both their undergraduate and in their graduate studies The Mathematics Education of Teachers published by The Conference Board on the Mathematical Sciences recommends 21 semester hours of mathematics for prospective teachers of middle grades mathematics In several states pre service teachers preparing to teach middle grades mathematics and pre service teachers preparing to teach elementary school must complete 6 9 semester hours of mathematics content at the junior senior level Graduate schools across the nation have developed special programs for educators who specialize in teaching mathematics to elementary school children and to middle grades students However there is a paucity of text materials to support those efforts at junior senior level and graduate level courses Faculty members must choose to teach yet another course out of one of the Mathematics for Teachers texts that have formed the basis of the curriculum for the last two decades These texts tend to treat a very limited set of topics on a somewhat superficial level Alternatively faculty members can use mathematics textbooks written primarily for students majoring in mathematics or the sciences Neither the topic choice nor the pedagogical style of these texts is optimal for pre service and in service teachers of middle grades and elementary mathematics *Discrete Mathematics for Teachers* is a text designed to fill this void The topic is right *Discrete mathematics* provides a rich and varied source of problems for exploration and communication expands knowledge of mathematics in directions related to elementary and middle school curricula and is easily presented using our best understanding of the ways that mathematics is learned and taught The presentation is right In the spirit of NCTM's Principles and Standards for School Mathematics topics are presented with careful attention to the best traditions of problem solving reasoning and proof communication connections with other disciplines and other areas of mathematics and varied modes of representation **Practising Numeracy Through Patterns** Len Frobisher, 2004 Provides everything you need to slot into your medium term plan *Talking Texts* Rosalind Horowitz, 2017-09-25 This volume examines how oral and written language function in school learning and how oral texts can be successfully inter connected to the written texts that are used on a daily basis in schools Rather than argue for the prominence of one over the other the goal is to help the reader gain a

rich understanding of how both might work together to create a new discourse that ultimately creates new knowledge

Talking Texts Provides historical background for the study of talk and text Presents examples of children s and adolescents natural conversations as analyzed by linguists Addresses talk as it interfaces with domains of knowledge taught in schools to show how talk is related to and may be influenced by the structure language and activities of a specific discipline Bringing together seminal lines of research to create a cohesive picture of discourse issues germane to classrooms and other learning settings this volume is an essential resource for researchers graduate students classroom teachers and curriculum specialists across the fields of discourse studies literacy and English education composition studies language development sociolinguistics and applied linguistics

The SAGE Guide to Curriculum in Education Ming Fang He, Brian D. Schultz, William H. Schubert, 2015-06-05 The SAGE Guide to Curriculum in Education integrates summarizes and explains in highly accessible form foundational knowledge and information about the field of curriculum with brief simply written overviews for people outside of or new to the field of education This Guide supports study research and instruction with content that permits quick access to basic information accompanied by references to more in depth presentations in other published sources This Guide lies between the sophistication of a handbook and the brevity of an encyclopedia It addresses the ties between and controversies over public debate policy making university scholarship and school practice While tracing complex traditions trajectories and evolutions of curriculum scholarship the Guide illuminates how curriculum ideas issues perspectives and possibilities can be translated into public debate school practice policy making and life of the general public focusing on the aims of education for a better human condition 55 topical chapters are organized into four parts Subject Matter as Curriculum Teachers as Curriculum Students as Curriculum and Milieu as Curriculum based upon the conceptualization of curriculum commonplaces by Joseph J Schwab subject matter teachers learners and milieu The Guide highlights and explicates how the four commonplaces are interdependent and interconnected in the decision making processes that involve local and state school boards and government agencies educational institutions and curriculum stakeholders at all levels that address the central curriculum questions What is worthwhile What is worth knowing needing experiencing doing being becoming overcoming sharing contributing wondering and imagining The Guide benefits undergraduate and graduate students curriculum professors teachers teacher educators parents educational leaders policy makers media writers public intellectuals and other educational workers Key Features Each chapter inspires readers to understand why the particular topic is a cutting edge curriculum topic what are the pressing issues and contemporary concerns about the topic what historical social political economic geographical cultural linguistic ecological etc contexts surrounding the topic area how the topic relevant practical and policy ramifications and contextual embodiment can be understood by theoretical perspectives and how forms of inquiry and modes of representation or expression in the topic area are crucial to develop understanding for and make impact on practice policy context and theory Further readings and

resources are provided for readers to explore topics in more details      *The Texts in Elementary Classrooms* James V. Hoffman, Diane Lemonnier Schallert, 2004-09-22 This CIERA sponsored book is based on the premise that high quality texts of all kinds are essential to good teaching in elementary classrooms Experts on a variety of text related topics were asked to summarize existing research and then apply it to literacy development in an ideal classroom The most comprehensive and up to date book in its field it moves progressively from an examination of discrete literacy processes and forms to a holistic overview and assessment of the classroom literacy environment Content coverage in this outstanding new book includes Literacy Processes Part I examines basic reading processes instruction comprehension word recognition fluency and motivation as they relate to text features Forms of Texts Part II examines the wide variety of text types fiction nonfiction leveled local and electronic that comprise an effective classroom literacy program Discussions include the nature of these texts their qualities and quantities how they fit into an instructional plan and how a teacher might assess their effectiveness Text Selection Part III examines special issues linguistic diversity and teachers as censors related to the selection of classroom texts Personal Applications The final hands on chapter synthesizes the book's ideas and offers practical tools checklists and inventories whereby teachers can self assess the literacy environment of their own classrooms This book is suitable for anyone graduate students in service reading specialists and curriculum directors college faculty and researchers who deal directly with issues of classroom literacy      Culture, Curriculum, and Identity in Education H. Milner, 2010-03-01 This book analyzes equity and diversity in schools and teacher education Within this broad and necessary context the book raises some critical issues not previously explored in many multicultural and urban education texts      **Gospels and Gospel Traditions in the Second Century** Jens Schröter, Tobias Nicklas, Joseph Verheyden, 2018-12-03 The second century CE has often been described as a kind of dark period with regard to our knowledge of how the earliest Christian writings the gospels and Paul's letters were transmitted and gradually came to be accepted as authoritative and then later on as canonical At the same time a number of other Christian texts of various genres saw the light Some of these seem to be familiar with the gospels or perhaps rather with gospel traditions identical or similar to those that found their way into the NT gospels The volume focuses on representative texts and authors of the time in order to see how they have struggled to find a way to work with the NT gospels and or the traditions behind these while at the same time giving a place also to other extra canonical traditions It studies in a comparative way the reception of identifiably canonical and of extra canonical traditions in the second century It aims at discovering patterns or strategies of reception within the at first sight often rather chaotic way some of these ancient authors have cited or used these traditions And it will look for explanations of why it took such a while before authors got used to cite gospel texts more or less accurately      Becoming Teachers Peter Cunningham, Philip Gardner, 2004 There is an extraordinary gap in the published history of schooling in the twentieth century Nowhere is the voice of the teacher telling his or her own story extensively to be heard This book drawing not only upon the official

documentary record but also upon the previously untapped recollections of more than 100 former classroom teachers aims to fill this gap In *Becoming Teachers* the nation's teachers from more than half a century ago tell what twentieth century education has looked like and felt like from their side of the classroom The book concentrates particularly on the years between the end of the First World War and the passing of the landmark 1944 Education Act All of the former state school teachers whose testimony stands at the centre of the book began their teaching careers in this period and most completed the bulk of their classroom teaching in these years Oral testimony is set alongside more conventional documentary sources and thematic analysis and individual life histories are brought together In this respect the work will break new ground in terms of its methodological approach as well as in terms of its substantive historical concerns

**Online Teaching and Learning** Carla Meskill, 2013-08-15 *Online Teaching and Learning* shows how learning through the internet depends on complex human interactions for success The text uses sociocultural theory as its foundational stance to empirically examine the dynamics of these interactions It seeks to understand meaning making in all of its social linguistic and cultural complexity Each chapter examines how it is that culturally and historically situated meanings get negotiated through social mediation in online instructional venues It extends the ways we think and talk about online teaching and learning

*Bulletin* United States. Office of Education, 1965

**Statistics of Land-grant Colleges and Universities** United States. Office of Education, 1965

*Analysis of Research in the Teaching of Mathematics*, 1965

**Connecting Theory and Practice in Middle School Literacy** Jason DeHart, Carla K. Meyer, Katie Walker, 2021-12-27 Bringing together the voices of researchers and teachers this volume addresses how teachers connect theory to practice in the middle school English Language Arts education setting and explores how to teach and engage with young adults in a way that treats them as ethical and thoughtful citizens The book bridges the gap between educational theory and real world implementation and covers a range of timely topics in middle level education through a focus on text choice identity and practice Contributors acknowledge and balance the challenges associated with the reality of teaching including time constraints sudden shifts and fast paced work with real world guidance on key topics such as supporting multilingual students queering middle grade pedagogies teaching diverse texts examining racial bias in the classroom and critical digital literacy Ideal for courses on middle level education and literacy education this book encourages and equips pre service teachers to engage in meaningful conversations with their students that foster reflection and transformative learning

**Subject Teaching and Teacher Education in the New Century** Yin Cheong Cheng, Kwok Tung Tsui, King Wai Chow, Magdalena Mo Ching Mok, 2002-03-31 This 544 page book has 22 chapters prepared by experienced and renowned scholars and researchers from different parts of the world Grouped into three sections Information Technology Science and Mathematics Social Sciences and General Studies and Languages the chapters represent an important collection of international endeavours committed to facilitate the much needed paradigm shift in subject curriculum and pedagogy and reinforce the quest for a new knowledge base that can support the search for

new conceptions models perspectives innovations and practices for teaching effectiveness and teacher development in different parts of the world The target audiences are teacher educators educators graduate students researchers policy makers and those interested to reform education and teacher education in the new century      **ECGBL 2017 11th**

**European Conference on Game-Based Learning** ,2017-10-05      **Perspectives on Indigenous writing and literacies**

,2018-12-24 Exploring Indigenous writing and literacies across five continents this volume celebrates the resilience of Indigenous languages This book makes a significant contribution to the understanding of the contemporary challenges facing Indigenous writing and literacies and argues that innovative and creative ideas can create a hopeful future for Indigenous writing Contributions following the themes Sketching the Context Enhancing Writing and Creating the Future are concluded with two reflective chapters evidencing the importance of volume s thesis for the future of Indigenous writing and literacies This volume encourages the development of research in this area specifically inviting the international writing research community to engage with Indigenous peoples and support research on the nexus of Indigenous writing literacies and education      **Teaching Literature with Artificial Intelligence** Eric D. Abrams,2025-09-15 Teaching Literature with

Artificial Intelligence explores the use of chatbots as participants in the teaching and learning of literature in high school and college classrooms while highlighting potentially outmoded norms and expectations of ELA instruction Artificial intelligence programs have profoundly altered the daily realities of teachers and students inspiring concern and opportunity alike Thought provoking theoretically grounded and full of replicable autoethnographic experiments this book offers real world examples of generative chatbot technologies in ELA classrooms positioning their accessibility and ubiquity as an incentive for critiquing and enriching traditional teaching and learning approaches Graduate students teaching faculty and scholars of teacher education English and literature education digital literacies and learning design will come away with a sharp critique of the purported affordances of chatbots as well as an incisive demonstration of AI as a classroom tool that supports rather than diminishes the meaningful learning critical thinking and agentive development of young people today      **Report of the Survey of the Public School System of Baltimore, Maryland** Baltimore (Md.). Board of School Commissioners,1921

## Whispering the Techniques of Language: An Emotional Quest through **Teachers And Texts**

In a digitally-driven world where monitors reign supreme and quick connection drowns out the subtleties of language, the profound techniques and mental subtleties hidden within words usually move unheard. However, situated within the pages of **Teachers And Texts** a captivating fictional prize pulsing with fresh feelings, lies an exceptional quest waiting to be undertaken. Published by an experienced wordsmith, that enchanting opus encourages readers on an introspective journey, softly unraveling the veiled truths and profound affect resonating within ab muscles cloth of each and every word. Within the emotional depths of this touching evaluation, we can embark upon a sincere exploration of the book is primary styles, dissect their fascinating writing type, and fail to the strong resonance it evokes heavy within the recesses of readers hearts.

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