

Methods and Case Studies
New Digital Technology in Education**Best Practices in Online Education****Personalised Learning in the Primary School****Building, Evolving and Re-Building Learning Environments**

Personalized learning involves helping each child to reach his or her full potential - intellectually, personally and socially. To achieve this, teachers need to match learning opportunities to the learning styles and experiences of the children, taking into account individual differences in culture, language, background, ability and interests.For

The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review – England ’ s biggest enquiry into primary education for over forty years. Fully independent of government, it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform. Ranging over ten broad themes and drawing on a vast array of evidence, the Review published thirty-one interim reports, including twenty-eight surveys of published research, provoking media headlines and public debate, before presenting its final report and recommendations. This book brings together the twenty-eight research surveys, specially commissioned from sixty-five leading academics in the areas under scrutiny and now revised and updated, to create what is probably the most comprehensive overview and evaluation of research in primary education yet published. A particular feature is the prominence given to international and comparative perspectives. With an introduction from Robin Alexander, the Review ’ s director, the book is divided into eight sections, covering: children ’ s lives and voices: school, home and community children ’ s development, learning, diversity and needs aims, values and contexts for primary education the structure and content of primary education outcomes, standards and assessment in primary education teaching in primary schools: structures and processes teaching in primary schools: training, development and workforce reform policy frameworks: governance, funding, reform and quality assurance. The Cambridge Primary Review Research

Surveys is an essential reference tool for professionals, researchers, students and policy-makers working in the fields of early years, primary and secondary education.

"Brian Matthews brings intellectual rigour as well as passionate commitment to the important tasks of appreciating the role that emotional literacy can play in a refreshing education. It is a powerful combination. It is because he understands so well the need to attend to the purpose of education that he is so illuminating on the strategies that will give all young people the best possible chance to learn and to grow." James Park, Director, Antidote "This book will be read by individuals who have an interest in bringing about change in the presentcurriculum. School Science Review This book reveals the huge potential of engaging pupils with their emotions in the classroom, and presents evidence that when pupils work in this way they become more co-operative and help each other to learn. The book explores how schools can move beyond a focus on cognitive attainment through an emphasis on affective engagement, to help pupils develop better relationships of all kinds and prepare them for adulthood in a fast-changing world. For teachers, the book tackles the important questions of: What is emotional literacy and emotional intelligence? How can teachers incorporate pupils' emotional development into their lessons while nourishing and enhancing achievement? How is it possible to have a calm atmosphere in the classroom with pupils enjoying learning together? Engaging Education is the first book to link the issues of emotional literacy, equity and social justice, and the education of the whole child, thus providing the social and political context for emotional literacy. In connecting emotional literacy and equity with the structure of schooling, it establishes that co-educational schools can contribute to enabling boys and girls to relate to and understand each other. Based firmly on research, this innovative book gives teachers invaluable guidelines on what to concentrate on and what to avoid. It is key reading for teachers and trainee teachers as well as policymakers and all those concerned with education.

"This book explores the metaphor of anytime and anywhere individual education as well as the idea of tailoring instruction to meet individual needs"--Provided by publisher.

Engaging Learners with Complex Learning Difficulties and Disabilities

A Pedagogy for Restoring Equity and Humanity in Our Classrooms

A resource book for teachers and teaching assistants

Personalised Learning Instead of "uninvited Teaching"

Sport Pedagogy

Outcomes of Research from the ROLE Project

Debates in Geography Education

This research has explored student perceptions and experiences of personalised learning, comparing them with key concepts in the research literature. The context for this study is a new, state, senior secondary school in Auckland that opened to Year 11 students in 2011 with an underpinning philosophical commitment to introducing a personalised approach to learning. The thesis aims to add to the body of research which uses student voice to inquire into learning. Data from anonymous student reflective journals and the transcripts of two focus group interviews informed the research. Sitting within the qualitative methodology, the research employed an interpretive method in the form of a single case study. Significant alignment is evident between student experiences and perceptions and key concepts of personalised learning in the research literature. Central themes to emerge from the data are: the centrality of choice, the importance of mentoring, the development of learning to learn strategies and the physical organisation of the school. While the research literature also identified that certain qualities of leadership and strong links with the community enhanced a personalised approach, student voice did not mention these particular features. Data from students reveal a depth of understanding about the intent of personalised learning. Students perceived their experiences to be, in the main, helping them to become independent and self-managing learners who were being prepared for life beyond school. The data also reveal how this approach supports students in terms of their goal setting and motivation. The research highlights the importance of student voice as a source of evidence when examining educational issues. The predominantly positive nature of the student voice has provided direction for the leadership to continue to pursue and develop this approach to learning, mindful of the challenges of sustainability in terms of scaling up the model and building teacher capacity.

This book examines the theoretical underpinning of the concept of personalised education and explores the question: What is personalised education in the contemporary higher education sector and how is it implemented? A broad, sophisticated definition of personalised learning has the potential to serve as a basis for more effective educational practices. The term 'personalised education' is, and continues to be, one with a variety of definitions. The authors' definition both incorporates earlier concepts of personalised education and critically reassesses them. The book then adds a further dimension: personalised instruction in electronically mediated environments, where the goal is to achieve learning towards mastery individually with the help of differentiated and individualised electronic learning platforms. This book assesses the various arguments concerning personalised education, examining each through the lens of educational theory and pedagogy and subsequently positing a number of qualitative characteristics of personalised education that have the potential to influence policy and practices in the higher education sector.

In a context where schools are held more and more accountable for the education they provide, data-based decision making has become increasingly important. This book brings together scholars from several countries to examine data-based decision making. Data-based decision making in this book refers to making decisions based on a broad range of evidence, such as scores on students' assessments, classroom observations etc. This book supports policy-makers, people working with schools, researchers and school leaders and teachers in the use of data, by bringing together the current research conducted on data use across multiple countries into a single volume. Some of these studies are 'best practice' studies, where effective data use has led to improvements in student learning. Others provide insight into challenges in both policy and practice environments. Each of them draws on research and literature in the field.

This volume is designed to help MS-DOS programmers become rapidly proficient in the UNIX environment. It focuses on the similarities and differences between the two operating systems, enabling programmers to perform all the operations they did in MS-DOS plus those available only on UNIX systems. First considers the operations that most MS-DOS users perform and the user interface to the operating system (the Shell); then explains the features unique to UNIX--multi-user, multi-tasking; and examines in detail the UNIX shell script files (Bourne shell, Korn shell, C shell)--which are comparable to MS-DOS batch files--showing how they produce the same result, but whose constructs are different. Concludes with an examination of the administration features of UNIX, and its text processing utilities. For MS-DOS users who want to become rapidly proficient in UNIX systems.

Conceptualizing Professional Learning for Educators

Personalising Learning in Open-Plan Schools

An Introduction for Teaching and Coaching

Personalisation and the Social Order

Culture, Change and Community in Higher Education

Challenges and Opportunities

Technology-Supported Environments for Personalized Learning: Methods and Case Studies

User engagement has become a key part of discussions about the nature and purpose of social science research. In this book the authors provide an authoritative overview of working with users at different stages in the processes of research.

"The range of learning difficulties associated with children who have Fetal Alcohol Spectrum Disorders (FASD) has been highlighted as an emerging but little understood area of Special Educational Needs. This engaging, timely and highly practical book will raise awareness about FASD and its associated difficulties across the entire education workforce. It provides a range of teaching and learning strategies from which teachers and support staff may construct personalised learning plans for students with FASD, and will help improve outcomes for all their children. It also: - Explains the links to neuroscience that can lead to a child having FASD. - Discusses the overlapping and co-existing disorders, such as ADHD and autism spectrum disorders. - Provides ready to use teaching resources and strategies that can be used directly in the classroom. Informed by the very latest research and written by leading experts in the field, Educating Children with Fetal Alcohol Spectrum Disorders will prove invaluable for Initial Teacher Training students as well as being of interest for Newly Qualified and experienced teachers. Continuing Professional Development"-- Provided by publisher.

For nearly 200 years the organisational form of the school has changed little. Bureaucracy has been its enduring form. The school has prepared the worker for the factory of mass production. It has created the 'mass consumer' to be content with accepting what is on offer, not what is wanted. However, a 'revised' educational code appears to be emerging. This code, which operates at two levels: first, as a new mode of public service delivery; and second, as a new 'grammar' for the school, with new flexibilities of structure and pedagogical process. Personalisation has its intellectual roots in marketing theory, not in educational theory and is the facilitator of 'education for consumption'. It allows for the 'market' to suffuse even the most democratic-sounding call of freedom of choice. Education and the Culture of Consumptionraises many questions about personalisation which policy-makers seem prone to avoid: Why, now, are we concerned about personalisation? What are its theoretical foundations? What are its pedagogical, curricular and organisational consequences? What are the consequences of personalisation for the school? Does personalisation diminish the socialising function of the school, or does it simply mean that the only thing we share is that we have the right to personalised service? All this leads the author to consider an important question for education: does personalisation mark a new regulatory code for education, one which corresponds with both the new work-order of the school and the new tendencies of consumers? The book will be of great interest to postgraduate students and academics studying in the fields of education policy and the social foundations of education, and will also be relevant to students studying public policy, especially health care and social care, and public management.

Linked to the new Teachers' Standards, this is an essential text for all secondary trainees and PGCE students, training at an ITT institution or in a school. The text covers all fundamental issues for learning and teaching in secondary schools. It guides trainee teachers through the professional attributes, skills and knowledge they need, focusing on a range of key topics for research. It examines the curriculum, planning, assessing and SEN and explores EAL, equality and diversity and pastoral care. A chapter is included to help support students in their Masters level work at PGCE and throughout, interactive activities make essential links between theory and practice. In all chapters, practical examples demonstrates how all aspects relate to the new Teachers' Standards. Series All the books in this successful series support trainees through their initial teacher training and guide them in the acquisition of their subject knowledge, understanding and classroom practice. All new titles within the series are linked to the 2012 Teachers' Standards adn consider the impact of key government initiatives. Viv Ellis is Professor of Head of Education at the University of Lincoln.

Visiting Professor at Bergen University College in Norway.

Schooling for Tomorrow Personalising Education

Personalized Learning

A Conceptual Framework for Personalised Learning

Building a School of Professional Practice

Equity and Inclusion in Physical Education and Sport

Learning for Leadership

EBOOK: Values and Vision in Primary Education

Children and young people with Complex Learning Difficulties and Disabilities (CLDD) have co-existing and overlapping conditions which can manifest in complex learning patterns, extreme behaviours and a range of socio-medical needs which are new and unfamiliar to many educators. Their combination of issues and layered needs – mental health, relationship, behavioural, physical, medical, sensory, communication and cognitive – mean they often disengage from learning and challenge even our most experienced teachers. This book provides school practitioners and leaders with an approach and resources to engage this often disenfranchized group of children in learning. The Engagement for Learning Framework has been developed and trialled by over 100 educational settings (both special and mainstream) with learners from early years to post-16. It gives practitioners from a range of disciplines a shared means of assessing, recording and developing personalized learning pathways and demonstrating progression for these children. The focus on inquiry means that however complex a young person's needs, educators will be able to apply the approach. This practical and engaging book provides literature, tools and case study examples outlining who children and young people with CLDD are, why their engagement for learning is important and how the Engagement for Learning Framework can be used effectively by teachers and other professionals to ensure the best possible outcomes for these children.

Bringing together the expertise of top evaluation leaders from around the world, The SAGE International Handbook of Educational Evaluation addresses methods and applications in the field, particularly as they relate to policy- and decision-making in an era of globalization. The comprehensive collection of articles in the Handbook compels readers to consider globalization influences on educational evaluation within distinct genres or families of evaluation approaches. Key Features Discusses substantive issues surrounding globalization, and its implication for educational policy and practice and ultimately evaluation; Includes state-of-the-art theory chapters and method chapters within scientific, accountability-oriented, learning-oriented, and political genres of evaluation approaches; Provides real-world case exemplar chapters to illustrate core concepts within genres; Extends dialogue on controversial topics and contemporary educational evaluation tensions in the context of globalization; Summarizes, by means of an integration chapter, the issues, tensions and dilemmas confronting educational evaluators in an era of globalization. Serving as a state-of-the-art resource on educational evaluation, this volume is designed for graduate students, evaluation scholars and researchers and professional evaluation practitioners with an interest in educational program and policy evaluation.

Against a backdrop of ever-changing government initiatives and strategies, it is essential that you have a firm vision for the roles and purposes of education to inform your interpretation of education. This accessible and engaging book provides you with the scaffolding to develop your reflective practice as you journey towards developing your own philosophy of education. It enables you to consider how your aspirations and vision can be enacted in practical ways in the classroom and provides a means to evaluate and analyse your own practice. The structure of the book and its individual chapters guides you through supported reflective activities and case study examples so that the exploration of educational philosophy is thoroughly grounded in professional practice. The book offers: Supported reflection on values underpinning primary education Practical examples to set theory within context An issues-based approach to pedagogy and curriculum Examples of philosophy and practice developed by practitioners With its wide range of thought-provoking ideas, examples and case studies, this is an excellent resource if you are thinking about becoming a teacher, training to teach or beginning your teaching career. "This book reaffirms in a very readable and engaging way the liberal, humane values that have informed, and still inform, the work of so many primary schools and teachers. It challenges its readers to engage personally with both values and vision. This is particularly necessary in the current context where primary education is in danger of being replaced by primary schooling through government diktat. The book is part of the principled resistance necessary to combat this menace to English childhood and teacher professionalism." Colin Richards, former senior HMI and Emeritus Professor, University of Cumbria, UK "A book putting children at the centre of education is a rare delight. It sloughs away the boredom of government directives and the 'compliant culture' (Compton) that follows. Chapters begin with eye-catching vignettes about learning. The text is evocatively written and, like a good novel, has memorable nuggets at regular intervals: e.g. Taylor's 'curiosity is all about possibilities.' The book delivers practical approaches for student/teachers by practitioners. It is refreshing in its willingness to articulate values. Kimaliro and Woolley present the challenge for us all: 'how can teachers make possible the dreams that are to shape tomorrow's pathways?'" Dr Trevor Kerry, Emeritus Professor, University of Lincoln, UK & Visiting Professor, Bishop Grosseteste University, UK "This book enters the initial teacher education field almost like a breath of fresh air because it reminds us of children and their worlds. The contributors tackle some of the 'big ideas' in education and provide a strong foundation for those students in initial teacher education who might be seeking to make sense of their emerging role as educators. Each of the chapters contextualises its theme within the recognisable curriculum orthodoxies of primary education but seeks to expand these margins and place children once again at the centre of the curriculum. The editors deserve congratulations in

remind all of us about the purposes of primary education." Dr Robyn CoxAssociate Professor Literacy Education, Strathfield Faculty of EducationAustralian Catholic University, Australia Contributors: Ashley Compton; Linda Cooper; Karen Elvidge; Nigel Hutchinson; Eunice Kimairo; Lindy Nahmad-Williams; Rachael Paige; Mike Steele

Learning for Leadership is about how school principals can initiate and maintain programs and practices to develop the leadership potential of teachers in their school. It explains the theory behind the concept of educational leadership and then, in a series of 'lessons, ' it tells the story of a school much admired for its leadership development. Together, the research and the case study present a strong argument for the introduction of similar programs in schools throughout the world

Building New School Networks

Higher Standards, Better Schools for All

Constructing Personalised Pathways to Learning

Personalising Learning

Engaging Education: Developing Emotional Literacy, Equity And Coeducation

Developing emotional literacy, equity and co-education

Education and the Culture of Consumption

Designing Adaptive and Personalized Learning Environments provides a theoretically-based yet practical guide to systematic design processes for learning environments that provide automatic customization of learning and instruction. The book consists of four main sections: In "Introduction and Overview," the concepts of adaptivity and personalization are introduced and explored in detail. In "Theoretical Perspectives with Example Applications," various theoretical concepts underlying adaptive and personalized learning are discussed, including cognitive profiling, content-based adaptivity, exploration-based adaptivity, and mobile and ubiquitous settings. In "Practical Perspectives with Example Applications," the implementation process for adaptive and personalized learning environments is described, followed by application in various contexts. In "Validation and Future Trends," various evaluation techniques for validating the efficiency and efficacy of adaptive and personalized learning systems are discussed. This final section concludes with a discussion of emerging trends in adaptive and personalized learning research. Based on cutting-edge research, Designing Adaptive and Personalized Learning Environments is appropriate as a primary textbook for both undergraduate and graduate courses focused on the design of learning systems, and as a secondary textbook for a variety of courses in programs such as educational technology, instructional design, learning sciences, digital literacy, computer based systems, and STEM content fields.

Philipp Melzer analyses influence factors of personalised learning aiming to lay out design principles for personalised blended learning courses. Finding only weak support for a matching between learning styles and teaching methods,he defines learning tasks as the object of further investigations. Following the idea of a community of inquiry, the author develops the Personalised Learning Framework (PLF), modelling personalised learning as a process of selection as well as usage of learning tasks and learning tools by the community of inquiry. To evaluate the PLF further, a traditional university course is transformed to a personalised flipped classroom course. He shows how personalised learning can be supported in concrete learning interventions using specific learning methods and technologies.

How to Personalize Learning

Learning to Teach in the Primary School

Influence Factors, Design, and Support Potentials

The SAGE International Handbook of Educational Evaluation