

# BETTER THAN BEST PRACTICE

DEVELOPING TEACHING AND LEARNING THROUGH DIALOGUE



ADAM LEFSTEIN AND JULIA SNELL

# Better Than Best Practice Developing Teaching And Learning Through Dialogue

**Adam Lefstein, Julia Snell**



## **Better Than Best Practice Developing Teaching And Learning Through Dialogue:**

Better Than Best Practice Adam Lefstein, Julia Snell, 2013-11-12 This is a brand new multi media resource to support new and experienced primary school teachers develop skills of critical reflection in order to improve teaching and learning An integrated DVD and textbook present a range of innovative case studies comprising video clips of real teachers in the classroom together with context and narrative step by step guidance through key issues and commentary and debate from experts and professionals in the field WorldCat

The Design of Learning Experience Brad Hokanson, Gregory Clinton, Monica W. Tracey, 2015-07-03 This book delves into two divergent yet parallel themes first is an examination of how educators can design the experiences of learning with a focus on the learner and the end results of education and second how educators learn to design educational products processes and experiences The book seeks to understand how to design how learning occurs both in the instructional design studio and as learning occurs throughout the world This will change the area s semantics at a deeper level it will change its orientation from instructors and information to learners and it will change how educators take advantage of new and old technologies This book is the result of a research symposium sponsored by the Association for Educational Communications and Technology AECT

**Dialogic Pedagogy** Anne Thwaite, Alyson Simpson, Pauline Jones, 2023-05-18 Taking a dialogic approach this edited book engages in analysis and description of dialogic discourse in a number of different educational contexts from early childhood to tertiary with an international team of contributors from Australia Finland New Zealand and the United Kingdom The chapters focus mostly on dialogic face to face discourse with some examples of online interactions and feature insights from educational linguistics particularly the work of Michael Halliday While the contributors come from a range of theoretical backgrounds they all share an interest in language in use and engage in close analysis of transcripts of naturally occurring interaction Taking inspiration from Alexander and other theorists they employ a fine grained and analytic approach to the exploration of their data The authors make use of the linguistic tools and models of language in society in order to examine the turn by turn unfolding of the interaction The authors relate their insights from disparate forms of linguistic analysis to elements of Alexander s 2020 dialogic framework situating the discourse in its contexts and discussing the pedagogical implications of the linguistic choices at play In presenting this work from a range of situations and perspectives the authors strive to demonstrate how dialogic discourse plays out in educational contexts across the world The book aims to foster further research in this direction and to inspire educators to explore dialogic discourse for themselves It will be of interest to a wide audience including literacy researchers linguists teachers and teacher educators as well as graduate students

**Educating for the 21st Century** Suzanne Choo, Deb Sawch, Alison Villanueva, Ruth Vinz, 2016-10-20 All over the world governments policymakers and educators are advocating the need to educate students for the 21st first century This book provides insights into what this means and the ways 21st century education is theorized and implemented in practice The first part

Perspectives Mapping our futures in the making uncovers the contradictions tensions and processes that shape 21st century education discourses The second part Policies Constructing the future through policymaking discusses how 21st century education is translated into policies and the resulting tensions that emerge from top down state sanctioned policies and bottom up initiatives The third part Practices Enacting the Future in Local Contexts discusses on the ground initiatives that schools in various countries around the world enact to educate their students for the 21st century This volume includes contributions from leading scholars in the field as well as educators from schools and those working with schools

**The SoJo Journal** Brad J. Porfilio, 2016-12-01 The SoJo Journal Educational Foundations and Social Justice Education is an international peerreviewed journal of educational foundations The Department of Educational Leadership at California State University East Bay whose mission is to prepare and influence bold socially responsible leaders who will transform the world of schooling hosts the journal It publishes essays that examine contemporary educational and social contexts and practices from critical perspectives The SoJo Journal Educational Foundations and Social Justice Education is interested in research studies as well as conceptual theoretical philosophical and policy analysis essays that advance educational practices that challenge the existing state of affairs in society schools and in formal education The SoJo Journal Educational Foundations and Social Justice Education is necessary because currently there is not an exclusively international Foundations of Education journal For instance three of the leading journal in Education Foundations journals e g The Journal of Educational Studies British Journal of Sociology of Education The Journal of Educational Foundations solicit manuscripts and support scholarship mainly from professors who reside in Britain and the United States This journal is also unique because it will bring together scholars and practitioners from disciplines outside of Educational Foundations who are equally committed to social change and promoting equity and social justice inside and outside of K 16 schools

**The Routledge Handbook of Linguistic Prescriptivism** Joan C. Beal, Morana Lukač, Robin Straaijer, 2023-05-05 This Handbook provides a comprehensive and cutting edge overview of the field of linguistic prescriptivism Mapping the current status quo of the field and marking its two decade transformation into a serious field of study within linguistics this volume addresses both the value and the methods of studying prescriptivism It covers Theoretical and methodological approaches from historical to experimental approaches and including corpus based methods and attitudes research Contexts in which prescriptive efforts can be both observed and studied including education technology the media language planning and policies and everyday grassroots practices Geographical contexts of prescriptivism featuring chapters on inner and outer circle Englishes English as a Lingua Franca as well as prescriptivism in the context of other world languages including minority and endangered languages With contributions from an international line up of leading and rising star scholars in the field The Routledge Handbook of Linguistic Prescriptivism marks the evolution of linguistics as a fully self aware discipline and will be an indispensable guide for students and researchers in this area

Literacies in the Age of Mobility Annika Norlund Shaswar, Jenny

Rosén,2022-01-15 This book offers insights into questions related to mobility literacy learning and literacy practices of adult and adolescent migrants The authors address learning and use of literacies among adults and adolescents in both temporary and more permanent post migration settlements and in various contexts exploring spatial as well as temporal dimensions of literacies and power The formal and informal educational settings examined include state mandated schools community settings and libraries and the chapters offer insights into the complex relations between literacies and mobility as well as a range of perspectives on language use and language learning This volume will be of interest to students and researchers in fields including education and literacy applied linguistics language education and migration studies Linguistic

Ethnography Fiona Copland,Sara Shaw,Julia Snell,2016-04-29 The collection demonstrates the ways in which established traditions and scholars have come together under the umbrella of linguistic ethnography to explore important questions about how language and communication are used in a range of settings and contexts and with what effect *The Really*

*Useful Drama Book* Roger McDonald,2017-07-14 The Really Useful Drama Book offers busy primary school teachers a collection of step by step drama sessions inspired by high quality picturebooks that will engage children and promote enjoyable learning across the curriculum Lively and thoughtful the interactive drama sessions are structured around a wide range of texts including wordless picturebooks postmodern picturebooks short stories well known texts by recognisable authors and some you may not have come across before all chosen for their power to foster curiosity The step by step sessions can also be adapted to incorporate your own ideas and passions allowing you to structure them for the topics you re exploring with your class Each session is structured around two texts and offers a guide to the drama strategies used teaching objectives ideas for writing opportunities problems emotions and challenges to explore and a clear guide to exploring each text Ten key themes are explored Suspense Prejudice Friendship Rhyme and rhythm War and conflict Nature Overcoming fear Possessions and obsessions Dreams Short stories With a focus on the crucial role of imagination in the classroom The Really Useful Drama Book helps reclaim a purposeful passionate pedagogy and shows teachers how drama can place children right at the heart of a story encouraging their desire to ask questions solve problems and search out new information *Proceedings of the 2024 International Conference on Social Sciences and Educational Development*

(ICOSSED 2024) Peng Dou,Keying Zhang,2025-03-28 This is an open access book 2024 International Conference on Social Sciences and Educational Development ICSSSED 2024 will be held on on December 21 22 2024 in Cangzhou China ICSSSED 2024 aims to bring together scholars educators and policymakers to discuss the dynamic interplay between educational advancements and social sciences As our world faces unprecedented challenges and transformative changes the role of education in shaping societies becomes ever more critical The conference will delve into educational theories practical applications and innovative approaches ICSSSED 2024 focuses more explicitly on global trends and the digitization of education to explore how emerging technologies and innovations in teaching are addressing existing educational inequities

and enhancing the learning experience in diverse contexts      *Socio-syntax* Emma Moore, 2023-11-02 Challenging traditional assumptions about grammar this book shows how language variation takes on social meaning in everyday interaction Drawing on an ethnolinguistic study of working class high school girls along with the author's own experience it is essential reading for scholars and students in sociolinguistics and educational linguistics      **Handbook of Research on the Educator Continuum and Development of Teachers** Zugelder, Bryan S., L'Esperance, Mark, 2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum providing researchers with scholarly contributions that advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians      **Dialogue for Intercultural Understanding** Fiona Maine, Maria Vrikki, 2021-03-26 This open access book is a result of an extensive ambitious and wide ranging pan European project focusing on the development of children and young people's cultural literacy and what it means to be European in the 21st century prioritising intercultural dialogue and mutual understanding The Horizon 2020 funded 3 year Dialogue and Argumentation for cultural Literacy Learning DIALLS project included ten partners from countries in and around Europe with the aim to centralise co constructive dialogue as a main cultural literacy value and to promote tolerance empathy and inclusion This is achieved through teaching children in schools from a young age to engage together in discussions where they may have differing viewpoints or perspectives to enable a growing awareness of their own cultural identities and those of others Central to the project is children's engagement with wordless picture books and films which are used as stimuli for discussions around core cultural themes such as social responsibility living together and sustainable development In order to enable intercultural dialogue in action the project developed an online platform as a tool for engagement across classes and which this book elaborates on The book explores themes underpinning this unique interdisciplinary project drawing together scholars from cultural studies civics education and linguistics psychologists socio cultural literacy researchers teacher educators and digital learning experts Each chapter of the book explores a theme that is common to the project and celebrates its interdisciplinarity by exploring these themes through different lenses      **Getting Dialogic Teaching into Classrooms** Klára Šedřová, Zuzana

Šalamounová, Roman Švaříček, Martin Sedláček, 2020-10-19 This book contributes to our understanding how teachers can improve classroom dialogue and thereby boost student learning The book reports the results of intervention research based on professional development program for teacher Participating teachers strived with the help of the researchers to instigate a rich and authentic dialogue in their classrooms The data shows that teachers were able to change their talk and interaction patterns and this was followed by a desirable change in their students who started to talk more and expressed more complex thoughts The book not only reports on a successful intervention but most importantly investigates in depth the teacher experiences and ways of learning during the intervention project

**Proceedings of the 6th International Conference on Education and Social Sciences (ICESS 2024)** Dewi Satria Elmiana, Saprizal Hadisaputra, Santi Farmasari, Lalu Rudyat Telly Savalas, Levi Geir Eidhamar, Andy Gao, Arafiq Arafiq, 2025-05-01 This is an open access book The 6th International Conference on Education and Social Sciences ICESS 2024 is scheduled to take place at Aruna Hotel in Senggigi West Nusa Tenggara Province Indonesia from October 2nd to 3rd 2024 The ICESS conference this year will be held at the Aruna Hotel in Senggigi Lombok Indonesia The conference is collaborating with AISOFOL SEAMEO and will feature experts from both Southeast Asia and other regions These experts have been invited to present their research results as keynote and invited speakers during the plenary session Additionally selected papers will have the opportunity to be presented during a parallel session Each session will conclude with a question and answer segment followed by the option for selected articles to be published in prestigious academic journals such as Scopus and Web of Science Indexed Journal which have an international reputation The conference s theme is Teaching Literacy and Practices in Diverse Contexts Empowering Creativity Innovation and Entrepreneurial Skills for Learners and Educators for Sustainable Development The conference will be conducted in a hybrid format providing the choice for attendees to participate either in person or virtually

**Digital Writing Technologies in Higher Education** Otto Kruse, Christian Rapp, Chris M. Anson, Kalliopi Benetos, Elena Cotos, Ann Devitt, Antonette Shibani, 2023-09-14 This open access book serves as a comprehensive guide to digital writing technology featuring contributions from over 20 renowned researchers from various disciplines around the world The book is designed to provide a state of the art synthesis of the developments in digital writing in higher education making it an essential resource for anyone interested in this rapidly evolving field In the first part of the book the authors offer an overview of the impact that digitalization has had on writing covering more than 25 key technological innovations and their implications for writing practices and pedagogical uses Drawing on these chapters the second part of the book explores the theoretical underpinnings of digital writing technology such as writing and learning writing quality formulation support writing and thinking and writing processes The authors provide insightful analysis on the impact of these developments and offer valuable insights into the future of writing Overall this book provides a cohesive and consistent theoretical view of the new realities of digital writing complementing existing literature on the digitalization of writing It is an essential resource for

scholars educators and practitioners interested in the intersection of technology and writing

**The Teaching Assistant's Guide to Effective Interaction** Paula Bosanquet, Julie Radford, Rob Webster, 2015-08-20 The Teaching Assistant's Guide to Effective Interaction is the definitive guide to teaching assistant pupil interaction and an invaluable professional development tool for classroom support staff and the teachers who work with them The authors research and development work with schools has highlighted the need for specific practical guidance on the role of the teaching assistant This highly practical and accessible book sets out a role for teaching assistants that focuses on developing pupils independence and ownership of learning Based on a classroom tested framework and covering the main contexts in which teaching assistants work it includes practical strategies and reflective activities to help you improve the support you provide to pupils in everyday settings This book will help you to Improve your interactions with pupils Understand the principles behind effective classroom talk Carefully scaffold pupils learning Work effectively in collaboration with teachers Support the Assessment for Learning process Support group work and collaborative tasks Deliver intervention programmes This book is an essential read for all teaching assistants It will also be of interest to school leaders SENCos and teachers in both primary and secondary schools who wish to improve their use of teaching assistants and their own interactions with pupils

*Classroom Talk in Practice Teachers' Experiences of Oracy in Action* Rupert Knight, 2022-11-24 This thought provoking and highly informative book is a perfect handbook for teachers and school leaders interested in improving the quality of talk in their classrooms Amy Gaunt and Alice Stott Directors at Voice 21 and authors of Transform Teaching and Learning through Talk the Oracy Imperative For practising teachers it offers a guide to how to exercise sound professional judgement in selecting and sustaining strategies that place talk at the centre of teaching and learning so that all students benefit Alan Howe Education Consultant and Associate with Oracy Cambridge Purposeful classroom talk or oracy is increasingly recognised as fundamental for supporting both personal and academic development and for enhancing genuine participation in learning Based on classroom observations and interviews this book offers an analysis of schools responses to improving the quality of both learning to talk and talking to learn The book explores classroom talk through the analysis and comparison of examples drawn from diverse schools and age groups across primary and secondary education settings Alongside a wealth of practical strategies the book offers an insight into the realities of implementation helping teachers to make well informed judgments about developing classroom talk within their own schools This book features Examples of lesson activities and resources accompanied by explanations and advice from practitioners Vivid depictions of real classroom practice with comprehensive analysis linked to up to date research and theory Questions and prompts to promote reflection on the reader's own context An emphasis on teachers professional judgement and informed implementation of oracy practices A holistic and accessible resource this book is aimed at experienced early career and student teachers as well as other education professionals Rupert Knight was a teacher in schools in London and Nottingham He currently works at the University of Nottingham UK on



teacher education and other postgraduate courses Rupert is the author of Classroom Talk and he continues to work closely with teachers to develop the use of spoken language in the classroom

**International Handbook of Interpretation in Educational Research** Paul Smeyers, David Bridges, Nicholas C. Burbules, Morwenna Griffiths, 2015-01-06 This handbook focuses on the often neglected dimension of interpretation in educational research It argues that all educational research is in some sense interpretive and that understanding this issue belies some usual dualisms of thought and practice such as the sharp dichotomy between qualitative and quantitative research Interpretation extends from the very framing of the research task through the sources which constitute the data the process of their recording representation and analysis to the way in which the research is finally or provisionally presented The thesis of the handbook is that interpretation cuts across the fields both philosophically organizationally and methodologically By covering a comprehensive range of research approaches and methodologies the handbook gives early career researchers what they need to know in order to decide what particular methods can offer for various educational research contexts fields An extensive overview includes concrete examples of different kinds of research not limited for example to teaching and learning examples as present in the Anglo Saxon tradition but including as well what in the German Continental tradition is labelled *pädagogisch* examples from child rearing and other contexts of non formal education with full description and explanation of why these were chosen in particular circumstances and reflection on the wisdom or otherwise of the choice combined in each case with consideration of the role of interpretation in the process The handbook includes examples of a large number of methods traditionally classified as qualitative interpretive and quantitative used across the area of the study of education Examples are drawn from across the globe thus exemplifying the different opportunities and constraints that educational research has to confront in different societies

The Theory of Educational Technology Rupert Wegerif, Louis Major, 2023-12-22 Educational technology is controversial some see it as essential to providing free global learning others view it as a dangerous distraction that undermines good education In both instances most theories that have previously been applied to educational technology do not account for the distinctive nature and vast potential of technology This book addresses this issue exploring how education has been bound up with technology from the beginning and recognising that educational aims have already been shaped by technologies Offering a dialogic theory of educational technology Rupert Wegerif and Louis Major respond to contemporary challenges to education within this book including but not limited to climate change misinformation on the internet and the impact of Artificial Intelligence Chapters introduce discuss and contextualise key theories and illustrate through case studies their uses within a diverse range of educational contexts spanning from primary education to adult lifelong learning Each chapter also concludes with a short summary demonstrating how these theories translate to practical implications for design A fascinating response to current developments in educational technology this is a crucial read for all involved in creating researching or making decisions about the use of technologies within educational contexts

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