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Case Studies in Adapted Physical Education

The case studies in this book provide readers with opportunities to think critically about real-life situations that arise when working with children with varied abilities and disabilities, as well as opportunities to question and explore and to empower themselves in the process. The case scenarios illustrate actual experiences faced by a diverse group of general and adapted physical educators representing various contexts from self-contained APE classes and inclusive GPE (elementary, middle, and high school; urban, rural, and suburban) to youth sports, community recreation, and health club settings. When reading the book, pre-service and in-service teachers will be exposed to the issues facing physical educators as changes in federal law further mandate the inclusion of students with disabilities in general physical education classes and after-school sports. Identifying with the situations and characters in the cases will encourage readers to explore such issues as diversity and disability, attitude and ethics, behavior management and conflict resolution, and inclusion strategies. Questions following each case prompt readers to identify the critical issues and how the physical education professionals dealt with those issues, and then determine whether they would have handled the issues in the same way. Analyzing and discussing the cases will enable readers to formulate strategies for dealing with related issues and better prepare them to provide safe, satisfying, and successful physical activity experiences to individuals with varied abilities.

Using Case Study in Education Research

In this valuable resource, experts share deep knowledge including practical “how-to” and preventive trouble-shooting tips. Instructors will learn about course design and development, instructional methods for online teaching, and student engagement and community building techniques. The book contains successful teaching strategies, guidance for facilitating interactions and responding to diversity, and assessments, as well as future directions for online learning. With many field-tested examples and practice assignments, and with voices from students, teachers, and experts, this book arms instructors and administrators with the tools they need to teach effective and empowering online courses. This one-stop resource addresses all of the core elements of online teaching in terms that are universally applicable to any content area and at any instructional level. “A rare book in education: one that is not only highly useful but also intellectually coherent and based on robust, transferable principles of learning and teaching. All educators—in online environments and in brick-and-mortar schools—will find this an invaluable resource.” —From the Foreword by Grant Wiggins “We now know we can get increased participation with online tools to make thinking more visible and switch the traditional delivery of instruction to personalize learning. While it is inevitable that online learning will become an important skill for everyone, the ideas, concepts, strategies, design elements, and tools in the book by Thormann and Zimmerman can also be applied to blended learning.” —Alan November, Senior Partner and Founder, November Learning “The authors of this book have created an excellent resource for anyone interested in becoming an online instructor or improving his or her skills in online teaching. The authors share a wealth of step-by-step activities, examples of assignments and teaching strategies that will guide both novice and experienced teachers as they expand their skills into the online realm. Even as a ‘veteran’ online instructor the book provided me with new ideas to try in my next online class.” —Sam Gladstein, Coordinator, Edmonds eLearning Program at Edmonds School District, WA “Cheers to Thormann and Zimmerman for providing a must-read for online teaching. This clear and practical guide takes the instructor from design to implementation of online courses. The authors remove the anxiety about online teaching for those thinking about on-screen instruction, and provide new thinking and examples for those already immersed in it. It is a great guide for those entering the field and a superb resource for those actively engaged in it.” —Anthony J. Bent, Chairman, Global Studies-21st Century Skills Committee of the Massachusetts Association of School Superintendents

Book Features: The building blocks necessary to create a successful online course. The know-how of long-time online instructors. Models for Skype conferencing with groups of students. Templates for course building, including sample assignments, activities, assessments, and emails. Detailed treatment of diversity in the online environment

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Learning and Leading with Habits of Mind

To develop a mode of educational research which speaks both of and to the teacher we require more study of the lives of teachers. This book provides a vital insight into the ways in which teachers' backgrounds and career histories affect their teaching methods and approaches. Many issues are covered ranging from the question of teacher drop-out to the importance of teacher socialisation. The studies employ a range of different methodologies allowing the reader to assess their varying strengths and weaknesses, but throughout they reaffirm the centrality of the teacher in educational research.

The Case for Education

The societies of the twenty-first century are subject to social, cultural, political, and economic changes. In this context, the school is asked to educate the future citizens in the present. To respond to this kaleidoscopic reality, the school is immersed in a pedagogical revolution. In this book, the reader will find a selection of avant-garde research works from different disciplines and contexts, which have their epicenter in the school and in the faculties of education. New issues in pedagogy and education, and new roles of teachers and students, are discussed in a global and diverse context. And new methodological and formative proposals are also proposed to build the ideal school and the ideal teacher, from the initial and continuous teacher training.

Preparing Educators to Engage Families

This case study book serves as a valuable tool for professors and instructors of educational psychology. It contains 18 cases that represent current areas of interest in Educational Psychology embedded within current challenges that teachers face in today's elementary grade classrooms. The cases are organized into six major parts: Human Development, Individual Differences and Diversity, Learning Theories, Motivation, Classroom Management, Instructional Approaches, and Assessment and Evaluation. Each case describes a detailed teaching scenario written from either the student or the teachers' perspective. To engage students in critical thinking, perspective-taking, analysis, problem solving and decision-making, the cases have been intentionally written without a conclusion. Because the cases are open-ended, it allows the professor or instructor more flexibility and autonomy in how they use the cases. Each case is followed by thought-provoking questions, highlighting the significant issues in the case, from which to analyze the case and apply various theoretical viewpoints. While the cases do not replace actual classroom experience, they present a way to immerse students in the classroom's culture by providing them with real-life teaching examples.

Case Studies in Educational Psychology

This third edition of *Teaching and the Case Method* is a further response to increased national and international interest in teaching, teachers, and learning, as well as the pressing need to enhance instructional effectiveness in the widest possible variety of settings. Like its predecessors, this edition celebrates the joys of teaching and learning at their best and emphasizes the reciprocal exchange of wisdom that teachers and students can experience. It is based on the belief that teaching is not purely a matter of inborn talent. On the contrary, the knowledge, skills, and attitudes that make for excellence in teaching can be analyzed, abstracted, and learned. One key premise of *Teaching and the Case Method* is that all teaching and learning involve a core of universally applicable principles that can be discerned and absorbed through the study and discussion of cases.

Case Studies in Knowledge Management Research for Researchers, Teachers and Students

Taken together, these authors explore the many and varied challenges faced by teacher educators generally, and social studies teacher educators specifically. Their analyses and recommendations provide a starting point for ongoing deliberations about the nature and challenges of the field. There are no easy answers; but continuing the discussion is crucial.

Creating the Ethical School

Problem-based learning (PBL) is becoming widely used in higher education. This book will be of great value to those who want to improve their use of PBL and for those who want to learn more and implement it.

Case Studies in Child and Adolescent Development for Teachers

Presented in an engaging and stimulating manner, *Case Study Analysis in the Classroom: Becoming a Reflective Teacher* provides beginning teachers a variety of typical classroom problems to analyze and solve. Solving the case study problems helps new teachers develop the knowledge bases they need to solve real problems in their own classrooms. More than a book of cases, it is an important starting point for students learning about case study research, especially the analysis of cases and their potential uses in the classroom. In addition, readers will also be guided through the process of reflective problem solving, developing an educational philosophy, and writing their own case studies.

Promising Practices in Undergraduate Science, Technology, Engineering, and Mathematics Education

Disgruntled parents, technology in the classroom—these and many other potentially problematic situations are covered in this collection of education case studies for aspiring teachers. By studying and discussing these situations, all aspiring and experienced teachers will be equipped to handle difficult situations with aplomb and confidence.

All New Real-life Case Studies for Teachers

Constant changes in education are creating new and uncertain roles for parents and teachers that must be explored, identified, and negotiated. *Preparing Educators to Engage Families: Case Studies Using an Ecological Systems Framework, Third Edition* encourages readers to hone their analytic and problem-solving skills for use in real-world situations with students and their families. Organized according to Ecological Systems Theory (of the micro, meso, exo, macro, and chrono systems), this completely updated Third Edition presents research-based teaching cases that reflect critical dilemmas in family-school-community relations, especially among families for whom poverty and cultural differences are daily realities. The text looks at family engagement issues across the full continuum, from the early years through pre-adolescence.

Studying Teachers' Lives

The new millennium brings with it new challenges and possibilities. A globalised world in which education will be the key to cross-national relations necessitates a fundamental understanding of the way education is practised in different cultures across the world. *The Reflective Spin* is the first book of its kind — about university teachers, about professionals sharing their experiences in improving learning and teaching practices. The writers of the cases generously share their concerns, struggles, knowledge and insights as they examine the values, assumptions, presuppositions and perspectives about learning and teaching in higher education. Readers will benefit from this sharing of a new reflective experience in a multi-layered, multi-faceted and multi-perspective context. Contents: Preface to the Reflective Spin (S Gopinathan) Dialogue: How to Reflect in a Group (E H Schein) Landscaping the Reflective Spin (A-Y Chen) Perspectives and Contexts of Reflection: Reflecting on the Reflective Practitioners (R Pring) Storying and Restorying Ourselves: Narrative and Reflection (D J Clandinin & F M Conelly) Case Studies: Why, Now, More Than Ever, Cases Are Important (J Van Maanen) The Contexts that Transform Learning (A-Y Chen & J James) Reflecting on Self and Text: Confession of a Recovering Classroom Talking Addict (L Schmier) Teacher Knowledge and Classroom Teaching (A Watson) Embedding Chinese Classical Ideas in a Business Law Course (S-L Loi & J Teo) Cross-Cultural Reading: The Case of King Lear (K Singh) Learning in Community: Teacher Perspectives: As a Tool for Reflection, Partnerships and Professional Growth (C Bennett) Reflective Classroom Practice: Case Studies of Hong Kong Student Teachers (O W Y Kwo) A Teacher's Use of the Reflective Process in Implementing Cooperative Learning (C K-E Lee & M Ng) Group Learning for Doing Case Studies in an Engineering and Technology Management Course (Z-Q Liao & A-Y Chen) The Reflection on a Masters of Educational Administration Programme (M Neville) Reflecting on

University Teaching Practices (M O'Neill) Educating the Larger Life: Educating the "Larger Life" (L Breslow) Solving Problems in a Saturated Dental Curriculum (L-P Lim) Accounting for Manufacturing: Reflecting on the Grading System (F Kofman) Reflection on 44 Years of Teaching (H Mehlinger) The Continual Dialogue on the Reflective Spin (A-Y Chen & J Van Maanen) Readership: Lecturers and professionals in universities, polytechnics and colleges. Keywords: Reflective Practice; Reflection; Reflective Teaching; Reflective Thinking; Active Learning; Reflective Learning Strategies; Action Research; Learning in Higher Education

The Complete Step-by-Step Guide to Designing and Teaching Online Courses

"Through more than 30 original case studies related to contemporary conservation and management issues in fisheries, this new book challenges student to develop critical-thinking and problem-solving skills that will serve them as future natural resource professionals. Intended to encourage students to go beyond the 'information' level of many science texts, these case studies have no 'right answers'. Many of the cases are presented in a dilemma format, where students are asked to assess information from a variety of sources, find additional information as needed, and propose and evaluate alternative solutions. Cases are approached from a variety of dimensions (biological, ecological, political, cultural, and socioeconomic) and stakeholder perspectives. Spiral binding allows the book to lie flat for easy reference during classroom discussions and activities."--Publisher's description.

Teaching with Cases

Special education law and practice have undergone profound transformation over the past 50 years. Students with disabilities are now more likely to receive a free and appropriate education in the least restrictive environment possible; however, the ideals of the law have not always been manifested in effective practice. Although special education services are vastly better today than they were in the early years of public education, current policies and practices continue to result in the under-education of many children with disabilities. This book illustrates key failures of the system within the context of real children's experiences. The case study approach gives voice to the students, families, and educators who have been let down by the special education process. The goal is to shed light on the flaws and injustices of the status quo. After identifying these problems, the authors offer sound solutions. Section 1 is devoted to issues surrounding identification of students with learning disabilities. These topics include occurrence of inconsistencies in assessment and diagnoses, understanding the struggles of the "slow learner," and the interference of behavioral challenges with students' educational performance. Section 2 addresses problems within the evaluation process that negatively influence diagnoses. Discussions include disproportionate representation of students from low socioeconomic backgrounds as well as students of color and bilingual students. Section 3 highlights significant concerns with service provision within the special education realm. The

narratives throughout the book present stories of children on the receiving end of a severely fractured special education system. Recommendations focus on solving specific problems, such as inconsistent identification processes and categories, disproportionate representation, ill-conceived IEPs, ineffective specially designed instruction, and poorly implemented RTI programs. The book's methodological approach affirms that there is much room for reform within both the special education system and the public education system as a whole. This book will be an excellent resource for graduate-level students, practitioners, and teachers in the fields of special education, disability studies, early intervention, school psychology, and child and family services. Additionally, it will be of interest to social workers, counselors, and researchers.

Teaching Children to Care

Case Studies for Inclusive Schools, Third Edition is a major revision that provides a stimulating format for understanding a variety of inclusion issues in the schools. The content focuses on problem solving from a collaborative perspective. Teacher education students and teaching professionals can use this excellent text to explore the different attitudes, problems, and situations that arise in the schools. Typical problems associated with integrating disabled students into general education classrooms are highlighted in the 57 case studies. The content of the case study questions in the book reflects current instructional concerns including: * assistive technology * curriculum accessibility * response to intervention * evaluation

Digital Simulations for Improving Education: Learning Through Artificial Teaching Environments

Contains research and current trends used in digital simulations of teaching, surveying the uses of games and simulations in teacher education.

Sociocultural Issues in Physical Education

All New Real-Life Case Studies for Teachers is an up-to-date series of case studies or situations which can be used in both undergraduate and graduate teacher education classes, either as a main text or a supplementary text. In addition, it provides an excellent tool for in-service opportunities for experienced teachers at every level. Issues dealing with everything from the impact of the federal laws to choosing a graduate's first teaching job are included. Each situation outlines a problem that teachers could face at any level or in any subject matter. Case studies have proven to be an important element in the education of professionals in areas such as law, accounting, business, as well as in school administration. Using this teaching technique for future teachers can only enhance their education.

Issues and Case Studies in Teacher Incentive Plans

Progress in mathematics frequently occurs first by studying particular examples and then by generalizing the patterns that have been observed into far-reaching theorems. Similarly, in teaching mathematics one often employs examples to motivate a general principle or to illustrate its use. This volume uses the same idea in the context of learning how to teach: By analyzing particular teaching situations, one can develop broadly applicable teaching skills useful for the professional mathematician. These teaching situations are the Case Studies of the title. Just as a good mathematician seeks both to understand the details of a particular problem and to put it in a broader context, the examples presented here are chosen to offer a serious set of detailed teaching issues and to afford analysis from a broad perspective. Each case raises a variety of pedagogical and communication issues that may be explored either individually or in a group facilitated by a faculty member. The methodology of Case Studies is widely used in areas such as business and law. The consideration of the mathematics cases presented here will help readers to develop teaching skills for their own classrooms. See the faculty edition at Teaching Mathematics in Colleges and Universities: Case Studies for Today's Classroom: Faculty Edition

Case Studies in 21st Century School Administration

Addressing the many ethical issues that arise daily in school, this volume is a hands-on guide for all K-12 practitioners, an excellent teaching tool for preparing future teachers, and an essential resource for anyone who wants to create a caring and supportive school environment. This book features: realistic, provocative, and ethically challenging case studies that can be adapted to both private and public school settings, ideal for generating discussions about how to resolve given issues; a range of encounters educators are apt to experience, such as between teacher and teacher, teacher and student, parent and teacher, and parent and administrator; an array of ethical dilemmas and issues encountered at different grade levels on topics such as: racism, teasing, cheating, plagiarism, anorexia, free speech, violence, religion, and much more; and appendixes listing ethical standards for each member of the school community and overviews of student understandings of right and wrong, presented according to grade level.

School Leadership

Case method teaching immerses students in realistic business situations--which include incomplete information, time constraints, and conflicting goals. The class discussion inherent in case teaching is well known for stimulating the development of students' critical thinking skills, yet instructors often need guidance on managing that class discussion to maximize learning. Teaching with Cases focuses on practical advice for instructors that can be easily implemented. It covers how to plan a course, how to teach it, and how to evaluate it. The book is organized by the three elements required

for a great case-based course: 1) advance planning by the instructor, including implementation of a student contract; 2) how to make leading a vibrant case discussion easier and more systematic; and 3) planning for student evaluation after the course is complete. Teaching with Cases is ideal for anyone interested in case teaching, whether basing an entire course on cases, using cases as a supplement, or simply using discussion facilitation techniques. To learn more about the book, and to see resources available, visit teachingwithcases.hbsp.harvard.edu.

Educators for Diverse Classrooms

The Cambridge Handbook of Engineering Education Research is the critical reference source for the growing field of engineering education research, featuring the work of world luminaries writing to define and inform this emerging field. The Handbook draws extensively on contemporary research in the learning sciences, examining how technology affects learners and learning environments, and the role of social context in learning. Since a landmark issue of the Journal of Engineering Education (2005), in which senior scholars argued for a stronger theoretical and empirically driven agenda, engineering education has quickly emerged as a research-driven field increasing in both theoretical and empirical work drawing on many social science disciplines, disciplinary engineering knowledge, and computing. The Handbook is based on the research agenda from a series of interdisciplinary colloquia funded by the US National Science Foundation and published in the Journal of Engineering Education in October 2006.

Critical Issues in Social Studies Teacher Education

This book responds to a critical need for highly qualified personnel who will become exemplary professionals in inclusive education for students with disabilities because of their advanced knowledge, skills, and experiences in working with students with varying disabilities. It will serve as a guide for teachers, teachers in training, and other service providers to engage in understanding and analyzing inclusion to help prepare them for how they can best teach and serve all students, including those with a disability. These case studies provide a guide for analyzing real life situations and will help readers to become a better teacher and service provider. Too often the inclusion planning process only looks at a few areas and not a comprehensive analysis of skill and support needs. This book provides the framework for analyzing these areas. It is written in a non-technical style and provides case study examples and guides for assisting readers in analyzing and understanding appropriate supports and interventions for inclusion. Readers will appreciate the provision of a system for teachers, teachers in training, and others (school psychologists, behavior specialists, classroom assistants, etc.) to analyze inclusion and to understand how supports and instruction can be used to best educate students with disabilities. The exploration of inclusion needs to be situated within a context, which, in this book, is the use of the case studies for understanding and analysis. An advantage of this book is that universities, school districts, and organizations preparing teachers can easily use

it in courses or trainings that address inclusive education as the case studies comprehensively cover methodology and issues that represent best practices and evidence-based methods in this area. Those who are already teachers or other support providers will find the case studies to be practical and helpful for increasing their skills in applied settings.

Case Studies for Inclusive Schools

Sociocultural Issues in Physical Education: Case Studies for Teachers is useful to a wide range of individuals interested in increasing their sociocultural awareness and knowledge in order to consider how students' experiences are shaped in and through physical education classes. This book may be especially useful to teacher candidates and as a professional development tool. What happens in physical activity learning spaces is of great significance to the learners that occupy those spaces. Broadly speaking, one cannot deny that education is rife with error, nor can one ignore the presence of global-level issues in physical education. Using a case study approach, this book addresses social and cultural issues that can and do arise in physical education. This book offers a tool for studying and better understanding how social and cultural issues impact student learning in physical education. Chapter authors point toward possibilities for better understanding sociocultural issues in physical education settings.

Case Studies in Fisheries Conservation and Management

Case Studies in Physical Education, Revised Edition, applies the case study method to the field of physical education, where it is an effective means for future teachers to explore challenging scenarios that they are likely to encounter in their careers. These engaging, reader-friendly case studies provide readers with concrete suggestions for connecting classroom theory with what actually happens in school. Theories and concepts concerning educational philosophy, methodology, curriculum, discipline, and assessment become more meaningful when explored in a case scenario in which the central characters confront situations that develop as a consequence of their or others' pedagogical choices. The cases in this book also promote critical-thinking and problem-solving skills. Each case is followed by questions that prompt readers to analyze the situation, formulate a plan of action to address the problem, and anticipate and evaluate the potential consequences of the plan's implementation. In small groups, individually, or as a whole class, readers can explore and debate their strategies for addressing the issues. Readers will learn there is no one right answer to situations that can occur in the education environment. They will develop their communication skills as they learn to articulate and defend a plan of action to address the situation, and they will also learn the importance of collaborating with colleagues as they listen to and learn from the ideas of others. These cases were prepared by 36 experienced physical educators (from the elementary, secondary, and university levels) who collaborated in teams to create cases based on their collective, real-life experiences. As a result, the cases take place in a variety of contexts: in elementary, middle, and high schools; in urban, suburban, rural schools; and in

wealthy and needy districts. They present a variety of issues encountered in schools today, including issues related to teaching methods, classroom management, multicultural education, classroom assessment, inclusion, relations with co-workers, marginalization of physical education, and gender equity. As in real life, each case raises a number of related issues that stimulate further discussion or provide opportunities for assignments. This revised edition contains the same proven, effective case studies as in the first edition while incorporating minor updating throughout to reflect changes in technology and society since its original publication.

Case Study Methodology in Higher Education

In higher education, case studies can be utilized to have students put themselves into problems faced by a protagonist and, by doing so, address academic or career-related issues. Working through these issues provides students with an opportunity to gain applied perspective and experiences. Professors in higher education who choose this method of teaching require navigational tools to ensure that students achieve stated learning objectives. Case Study Methodology in Higher Education is an essential research publication that focuses on the history and theories relating to case study methodology including techniques for writing case studies and utilizing them in university settings to prepare students for real-life career-related scenarios. This publication features a wide range of topics such as educational leadership, case writing, and teacher education. It is essential for educators, career professionals, higher education faculty, researchers, and students.

Teaching Mathematics in Colleges and Universities: Case Studies for Today's Classroom

Containing more than 40 cases, with subjects ranging from preschool to high school students, Case Studies in Child and Adolescent Development for Teachers brings developmental issues to life. The reality-based cases address a variety of developmental issues, giving teachers and future teachers the opportunity to think critically about the way development influences the educational environment and to reflect on their own classroom practice.

Case Studies in Adapted Physical Education

Real-life Case Studies for Teachers

Parents, lawmakers, supervisors, and unions are among the many constituencies that demand influence, if not control, of the educational process. How does the school administrator balance all the needs of the various groups and still remain true

to the ultimate, though most powerless constituency: the students? Through case studies and anecdotes based on real-life experiences, the authors share the ups and downs of the educational world, seeking to find the balance that is most effective in ensuring success. *School Leadership: Case Studies Solving School Problems* details decision making and actions taken that dramatically affect the success of students and schools as well as school systems. This second edition continues and improves on the first edition with a series of new and timely school leadership case studies that require the reader to reflect on the variety of issues that cross the principal's desk every day. The reader will find the case studies and anecdotes highly absorbing. They are so real, fraught with complexity, and will require the reader to use a sophisticated decision-making process.

Case Studies for Inclusion in Education

Case Studies on Diversity and Social Justice Education offers pre- and in-service educators an opportunity to analyze and reflect upon a variety of realistic case studies related to educational equity and social justice. The accessibly written cases allow educators to practice the process of considering a range of contextual factors, checking their own biases, and making immediate- and longer-term decisions about how to create and sustain equitable learning environments for all students. This revised edition adds ten new cases to offer greater coverage of elementary education, as well as topics such as body-shaming, Black Lives Matter, and transgender oppression. Existing cases have been updated to reflect new societal contexts, and streamlined for ease-of-use. The book begins with a seven-point process for examining case studies. Largely lacking from existing case study collections, this framework guides readers through the process of identifying, examining, reflecting on, and taking concrete steps to resolve challenges related to diversity and equity in schools. The cases themselves present everyday examples of the ways in which racism, sexism, homophobia and heterosexism, class inequities, language bias, religious-based oppression, and other equity and diversity concerns affect students, teachers, families, and other members of our school communities. They involve classroom issues that are relevant to all grade levels and content areas, allowing significant flexibility in how and with whom they are used. Although organized topically, the intersections of these issues are stressed throughout the cases, reflecting the complexities of real-life scenarios. All cases conclude with a series of questions to guide discussion and a section of facilitator notes, called 'Points for Consideration.' This unique feature provides valuable insight for understanding the complexities of each case.

Case Studies on Diversity and Social Justice Education

Case Studies in 21st Century School Administration: Addressing Challenges for Educational Leadership presents real problems that confront today's school leaders who must deal with issues of diversity, school improvement, and limited resources. Authors David L. Gray and Agnes E. Smith give prospective school leaders opportunities to resolve complex

issues in K-12 school settings through reflective questions, activities, and authentic assessment tools for skill development.

Start with a Story

Knowledge management continues to play an important role in management practice, in private and public organisations, in community informatics and in other groups. Once thought of as a fad it is now clear that knowledge management is an important issue which all organisations face and will continue to face for the foreseeable future. As a result the teaching of knowledge management and the research into its development as a field of study is of considerable importance to business schools, professional organisations, public sector bodies as well as to educators. Case studies can provide a contextual perspective on real world experiences in KM. This book contains 11 case studies chosen by Professor Kenneth Grant and it illustrates many of the important issues of which both students and practitioners need to be aware. These case studies should also prove useful as teaching examples. The case studies provided in this book cover subjects such as KM effectiveness gap analysis, the elicitation of intellectual capital performance, the reconfiguration of knowledge management practices and international strategic alliances. Private sector cases include examples from the pharmaceutical industry, manufacturing and consulting, while the public sector cases include the creation of a judicial environment, patient centred treatment in a general hospital and KM in the French Air Force fighter squadrons. The contributors to this book come from Australia, Canada, China, France, Italy, India, Malaysia, Spain, The Netherlands and The United Kingdom.

The Reflective Spin

A completely revised and updated edition of this highly readable volume on teacher incentives. Examines the status of the monetary and nonmonetary incentive plans in 17 school districts ten years after the Urban Institute's first review of these plans, and presents new findings and recommendations. A new section on career ladder programs as they relate to teacher incentives reflects the increased use of such plans during the past decade. Discusses the major processes and policy issues that school districts need to address in implementing and operating incentive programs and provides recommendations regarding how program effectiveness can be improved. Case studies identify 1) the current status of the incentive plans, 2) the major changes that occurred to the plans over the ten-year period, and 3) the relative impacts of the plans on teacher performance, teacher motivation, and school climate. Intended for local school boards, district administrators, principals, teachers, and other education professionals, the book identifies the major strengths and weaknesses of incentive programs. An excellent resource guide for schools and school districts as they design, develop, and inspire incentive program strategies.

Case Studies for Teacher Problem Solving

"Ruth Charney gives teachers help on things that really matter. She wants children to learn how to care for themselves, their fellow students, their environment, and their work. Her book is loaded with practical wisdom. Using Charney's positive approach to classroom management will make the whole school day go better." - Nel Noddings, Professor Emeritus, Stanford University, and author of *Caring* This definitive work about classroom management will show teachers how to turn their vision of respectful, friendly, academically rigorous classrooms into reality. The new edition includes: More information on teaching middle-school students Additional strategies for helping children with challenging behavior Updated stories and examples from real classrooms. "Teaching Children to Care offers educators a practical guide to one of the most effective social and emotional learning programs I know of. The Responsive Classroom approach creates an ideal environment for learning—a pioneering program every teacher should know about." - Daniel Goleman, Author of *Emotional Intelligence* "I spent one whole summer reading *Teaching Children to Care*. It was like a rebirth for me. This book helped direct my professional development. After reading it, I had a path to follow. I now look forward to rereading this book each August to refresh and reinforce my ability to effectively manage a social curriculum in my classroom." - Gail Zimmerman, second-grade teacher, Jackson Mann Elementary School, Boston, MA

Cambridge Handbook of Engineering Education Research

In *Learning and Leading with Habits of Mind*, noted educators Arthur L. Costa and Bena Kallick present a comprehensive guide to shaping schools around Habits of Mind. The habits are a repertoire of behaviors that help both students and teachers successfully navigate the various challenges and problems they encounter in the classroom and in everyday life. The Habits of Mind include * Persisting * Managing impulsivity * Listening with understanding and empathy * Thinking flexibly * Thinking about thinking (metacognition) * Striving for accuracy * Questioning and posing problems * Applying past knowledge to new situations * Thinking and communicating with clarity and precision * Gathering data through all senses * Creating, imagining, innovating * Responding with wonderment and awe * Taking responsible risks * Finding humor * Thinking interdependently * Remaining open to continuous learning This volume brings together--in a revised and expanded format--concepts from the four books in Costa and Kallick's earlier work *Habits of Mind: A Developmental Series*. Along with other highly respected scholars and practitioners, the authors explain how the 16 Habits of Mind dovetail with up-to-date concepts of what constitutes intelligence; present instructional strategies for activating the habits and creating a "thoughtful" classroom environment; offer assessment and reporting strategies that incorporate the habits; and provide real-life examples of how communities, school districts, building administrators, and teachers can integrate the habits into their school culture. Drawing upon their research and work over many years, in many countries, Costa and Kallick present a compelling rationale for using the Habits of Mind as a foundation for leading, teaching, learning, and living well in a complex world.

Case Studies in Special Education

Numerous teaching, learning, assessment, and institutional innovations in undergraduate science, technology, engineering, and mathematics (STEM) education have emerged in the past decade. Because virtually all of these innovations have been developed independently of one another, their goals and purposes vary widely. Some focus on making science accessible and meaningful to the vast majority of students who will not pursue STEM majors or careers; others aim to increase the diversity of students who enroll and succeed in STEM courses and programs; still other efforts focus on reforming the overall curriculum in specific disciplines. In addition to this variation in focus, these innovations have been implemented at scales that range from individual classrooms to entire departments or institutions. By 2008, partly because of this wide variability, it was apparent that little was known about the feasibility of replicating individual innovations or about their potential for broader impact beyond the specific contexts in which they were created. The research base on innovations in undergraduate STEM education was expanding rapidly, but the process of synthesizing that knowledge base had not yet begun. If future investments were to be informed by the past, then the field clearly needed a retrospective look at the ways in which earlier innovations had influenced undergraduate STEM education. To address this need, the National Research Council (NRC) convened two public workshops to examine the impact and effectiveness of selected STEM undergraduate education innovations. This volume summarizes the workshops, which addressed such topics as the link between learning goals and evidence; promising practices at the individual faculty and institutional levels; classroom-based promising practices; and professional development for graduate students, new faculty, and veteran faculty. The workshops concluded with a broader examination of the barriers and opportunities associated with systemic change.

Case Study Analysis in the Classroom

This book of 37 problem-solving case studies in Education can be used either as a core text for instructors who teach by the case study method or as a supplementary text for instructors who want to supplement their instruction at either the undergraduate or graduate level. The book's sections correspond to core courses in the teacher education curriculum. A problem-solving case is a story based on an actual situation, but a story without an end—a story that leaves the student-reader puzzling over what to do. Problem-solving cases can be short and simple or rich in detail and multi-layered in problems, but they share the distinction of being based on reality and of ending with a problem or dilemma to solve. Their goal is to encourage student-generated analysis.

New Pedagogical Challenges in the 21st Century

Kipp Herreid learned other ways to teach—much better ways. His favorite approach puts science in vivid context through

case studies, which he calls "stories with an educational message." This compilation of 40-plus essays examines every aspect of the case study method.--[back cover].

Problem-based Learning

This book provides an accessible introduction to using case studies. It makes sense of literature in this area, and shows how to generate collaborations and communicate findings. The authors bring together the practical and the theoretical, enabling readers to build expertise on the principles and practice of case study research, as well as engaging with possible theoretical frameworks. They also highlight the place of case study as a key component of educational research. With the help of this book, M-Level students, teacher educators and practitioner researchers will gain the confidence and skills needed to design and conduct a high quality case study. Dr Lorna Hamilton is a Senior Lecturer in Education Research at the University of Edinburgh. Dr Connie Corbett-Whittier is an Associate Professor of English and Humanities at Friends University, Topeka, Kansas. 'Drawing on a wide range of their own and others' experiences, the authors offer a comprehensive and convincing account of the value of case study in educational research. What comes across - quite passionately - is the way in which a case study approach can bring to life some of the complexities, challenges and contradictions inherent in educational settings. The book is written in a clear and lively manner and should be an invaluable resource for those teachers and students who are incorporating a case study dimension into their research work.' -Ian Menter, Professor of Teacher Education, University of Oxford 'This book is comprehensive in its coverage, yet detailed in its exposition of case study research. It is a highly interactive text with a critical edge and is a useful tool for teaching. It is of particular relevance to practitioner researchers, providing accessible guidance for reflective practice. It covers key matters such as: purposes, ethics, data analysis, technology, dissemination and communities for research. And it is a good read!' - Professor Anne Campbell, formerly of Leeds Metropolitan University 'This excellent book is a principled and theoretically informed guide to case study research design and methods for the collection, analysis and presentatin of evidence' - Professor Andrew Pollard, Institute of Education, University of London Research Methods in Education series: Each book in this series maps the territory of a key research approach or topic in order to help readers progress from beginner to advanced researcher. Each book aims to provide a definitive, market-leading overview and to present a blend of theory and practice with a critical edge. All titles in the series are written for Master's-level students anywhere and are intended to be useful to the many diverse constituencies interested in research on education and related areas. Other books in the series: - Qualitative Research in Education, Atkins and Wallace - Action Research in Education, McAteer - Ethnography in Education, Mills and Morton For more about the series and additional resources visit the BERA/SAGE series page here.

Case Studies in Physical Education

Covering self-contained adapted physical education classes, general physical education programs, and youth sports and community recreation, this book presents a series of case studies of teaching individuals of varied ability and disability in physical activity settings. Outlining realistic scenarios, it encourages an interactive, problem-solving teaching and learning style and the development of critical thinking skills. Now in a fully revised and updated second edition, the book covers a wide range of different professional issues, themes, disabilities, and conditions, from assessment and behavior management processes to working with students with intellectual disabilities, motor difficulties, chronic illness, or obesity. Each case study includes questions that challenge the reader to reflect on the practical issues involved and how to build inclusive teaching strategies. This book is valuable reading for all physical education students, teacher candidates, and novice and experienced teachers looking to deepen their understanding of adapted physical education and to improve their professional practice. It is an essential companion to any adapted physical education or physical activity course.

Teaching and the Case Method

This unique book strives to bring difficult but much needed conversations about the current day equity issues in North America to the forefront through case studies

[ROMANCE](#) [ACTION & ADVENTURE](#) [MYSTERY & THRILLER](#) [BIOGRAPHIES & HISTORY](#) [CHILDREN'S](#) [YOUNG ADULT](#) [FANTASY](#)
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