

Creating *and* Sustaining *the* Constructivist Classroom

Second Edition



Bruce A. Marlowe



Marilyn L. Page

Creating And Sustaining The Constructivist Classroom

Marilyn L. Page, Bruce A. Marlowe



Creating And Sustaining The Constructivist Classroom:

Creating and Sustaining the Constructivist Classroom Bruce A. Marlowe, Marilyn L. Page, 2005-04-20 Praise for the Original Edition Lots of fresh ideas along with some very helpful suggestions Pamela Galvani Teacher Central Kitsap High School Silverdale Washington Praise for the New Edition Useful as the first version of their book was Marlowe and Page s second edition is even better It offers a rare blend of thoughtful critique solid theory and practical strategy Alfie Kohn author of *The Schools Our Children Deserve* Make constructivism work for you and your students Taking students from passive spoon fed knowledge to creation and acquisition of real learning It sounds terrific But how do you do it This book shows you how In this updated and expanded second edition Marlowe and Page use a larger and clearer format to bring together constructivist theory with step by step guidance to make constructivist learning a reality in your classroom **Creating and Sustaining the Constructivist Classroom Second Edition** includes the firsthand experiences of practicing teachers to help you understand the challenges and rewards you can expect from constructivism The teachers stories along with guidance from the authors give you a solid foundation on which to build your own student created learning classroom The authors provide Active learning examples to customize for any grade or classroom Checklists to help you evaluate your starting point progress and goals Expanded coverage of state and national content standards Practical assistance with issues surrounding student assessment differentiation and the inclusive classroom Ideas for involving parents and community members Ways to implement technology into the mix Strategies to help even beginning teachers implement constructivist principles Stimulate your students creativity autonomy and independent thinking Help raise their self esteem and confidence Get their minds working on proactive ways to bring real world learning into their schoolwork Encourage your students to discover new ways to search for information process what they find out and translate it into meaningful knowledge for themselves [Creating and Sustaining the Constructivist Classroom Second Edition](#) Marilyn L. Page, Bruce A. Marlowe, 2005-04 Praise for the Original Edition Lots of fresh ideas along with some very helpful suggestions Pamela Galvani Teacher Central Kitsap High School Silverdale Washington Praise for the New Edition Useful as the first version of their book was Marlowe and Page s second edition is even better It offers a rare blend of thoughtful critique solid theory and practical strategy Alfie Kohn author of *The Schools Our Children Deserve* Make constructivism work for you and your students Taking students from passive spoon fed knowledge to creation and acquisition of real learning It sounds terrific But how do you do it This book shows you how In this updated and expanded second edition Marlowe and Page use a larger and clearer format to bring together constructivist theory with step by step guidance to make constructivist learning a reality in your classroom **Creating and Sustaining the Constructivist Classroom Second Edition** includes the firsthand experiences of practicing teachers to help you understand the challenges and rewards you can expect from constructivism The teachers stories along with guidance from the authors give you a solid foundation on which to build your own student created learning classroom The authors provide

Active learning examples to customize for any grade or classroom Checklists to help you evaluate your starting point progress and goals Expanded coverage of state and national content standards Practical assistance with issues surrounding student assessment differentiation and the inclusive classroom Ideas for involving parents and community members Ways to implement technology into the mix Strategies to help even beginning teachers implement constructivist principles Stimulate your students creativity autonomy and independent thinking Help raise their self esteem and confidence Get their minds working on proactive ways to bring real world learning into their schoolwork Encourage your students to discover new ways to search for information process what they find out and translate it into meaningful knowledge for themselves [ENC Focus](#) ,2000 **The Reality of Change** ,2000 *Resources in Education* ,1998 **Dynamics of Effective Secondary Teaching** William W. Wilen,Janice K. Hutchison,Margaret Ishler Bosse,2008 Integrating theory and research with current classroom practice *Dynamics of Effective Secondary Teaching* 6th edition helps future secondary teachers make informed instructional curricular management and assessment decisions Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms sample lesson plans and valuable websites are what make this text indispensable providing the preservice teacher with a direct link to classroom practice [The Praeger Handbook of Education and Psychology](#) Joe L. Kincheloe,Raymond A. Horn,2007 *Reframing Teacher Education* Julie D. Rainer,2004-11-10 What is a constructivist teacher and what do they do This collection of essays will answer these questions as well as suggest specific ways to become or rejuvenate oneself using this approach Constructivist teachers walk the talk along seven dimensions learning and development authority and facilitation action and reflection autonomy and community process and content power and empowerment critical thinking and multiple perspectives While these behaviors may at first appear to be opposites the key is achieving balance among them Essays are organized around these themes and the conclusions support interdisciplinary content reflection and life long learning **Dynamics of Effective Secondary Teaching** ,2004 *Dynamics of Effective Secondary Teaching* integrates theory and research with current classroom practice to help future and in service secondary teachers make instructional and management decisions for the purpose of improving instruction Realistic scenarios numerous examples and illustrations from all subject areas classroom observation forms and valuable websites are what makes this text so practical providing preservice teachers a direct link to classroom practice As with previous editions the major feature of this book is the authors emphasis on decision making as the thread that links all the topics together Decision making is introduced in Chapter 1 as a process fundamental to educators and is revisited to enforce the application in each chapter The authors view of decision making considers it from a constructivist view of teaching and learning based on reflection and meaning making Unique to this book is the inclusion in each chapter of a scenario in which a middle or secondary school teacher representing a wide range of subject areas and grade levels applies key ideas to the classroom These scenarios which appear near the beginning of each chapter are referred to and analyzed

throughout the chapter to provide a running commentary on the theoretical content being presented

Methods for Effective Teaching Paul R. Burden, David M. Byrd, 2007 *Methods for Effective Teaching* discusses research based general teaching methods for K 12 classrooms that promote student understanding while emphasizing contemporary issues including differentiating your instruction and making instruction modifications based on student differences This edition offers new content on strategies that promote student understanding critical competencies of effective teachers teacher dispositions integrating technology in instruction differentiating instruction managing lesson delivery motivating students and working with parents

NACWPI Journal National Association of College Wind and Percussion Instructors, 2003

Educational Foundations Alan S. Canestrari, Bruce A. Marlowe, 2004 This anthology of critical readings for students about to enter the teaching profession and for those interested in carefully examining schools and schooling features provocative engaging authors whose views are politicized but whose writing and opinions matter not because they are gadflies but because their ideas work and their achievements as teachers principals and policy shapers are so notable *Educational Foundations* An Anthology of Critical Readings is organized around the following questions Why teach Who are today's students What makes a good teacher How should we assess student learning What does a good school look like How does one develop a critical voice in the face of state mandates administrative edicts and the continuous cycle of reform and retrenchment Alan S Canestrari and Bruce A Marlowe's answers are bold and refreshing They eschew the unquestioning compliance so characteristic of new teachers Also by taking a hard look at traditional educational practice they serve as models for the kind of reflective practitioners we hope pre service students will become when they enter the field The key feature of this anthology are the readings by authors who have discovered their own critical voices so that new teachers can begin to develop their own These readings offer a platform for discussion and debate that may be used by instructors to increase student knowledge of pedagogy and to provide authentic opportunities for potential teachers to think critically about teaching and learning

Case Studies in Constructivist Leadership and Teaching Arthur S. Shapiro, 2003 These 27 actual case studies plus two quick hitting research chapters provide practical down to earth hands on strategies that teachers supervisors and administrators in all sorts of settings can use to improve their professional operation through the gradual use of constructivist practices They point to the increased personal and professional satisfaction teachers experience and to students increased achievement and satisfaction that results when practitioners pull off constructivist processes Additionally these cases tell how to do it safely

[Ten Best Teaching Practices](#) Donna Walker Tileston, 2000-08-15 As schools struggle to meet the needs of sound byte children there has emerged a need to identify what those needs are and how to measure their progress This book explores what are the best practices that have emerged from this century and what will they look like in the new millennium Ten competencies have been developed based on those best practices An exploration of the following topics is included A look at best practices Interpreting best practices through teaching A look at

the ten competencies and their implications for this generation Evaluating teaching based on best practices What does beginning emerging and proficient look like sound like and feel like The writer has worked with the development and implementation of the competencies in a metropolitan school district for the past two years The competencies are the framework for the evaluation of teaching and programmes in this school district and are the pivot point for all staff development **Encounter** ,2008 *The Effective Constructivist Leader* Arthur S. Shapiro,2008 This book analyzes and synthesizes key elements of the most recent and dynamic emergent theory and practice of leadership constructivist leadership It presents the theory and practice in a down to earth easy to read approach that removes fear and anxiety using case studies revealing both the underlying philosophy and practical strategies both to teach and to lead constructivistically Constructivist leadership is the most democratic form of leadership and can be used to reform schools to make them considerably more productive effective and healthy for kids and faculty as the case studies demonstrate Strategies are presented in pictorial step by step easy to follow diagrams The book offers insights into the keys that make organizations and individuals tick and then to learn to use these insights in practical constructive and constructivist leadership approaches Understanding and Implementing Content-based Instruction Laurent Cammarata,2006 *Multimedia Projects in Education* Karen S. Ivers,Ann E. Barron,2006 Shows teachers how to plan and assess student multimedia projects using the Decide Design Develop Evaluate DDD E model and presents sample projects involving hypermedia Web pages presentation tools and video along with blackline masters and rubrics **Becoming the Buddha** Lori Cara Cohen,2005 **International Journal of Educational Reform** ,2003

Adopting the Tune of Appearance: An Psychological Symphony within **Creating And Sustaining The Constructivist Classroom**

In a global taken by monitors and the ceaseless chatter of instantaneous connection, the melodic beauty and emotional symphony developed by the published word frequently diminish in to the background, eclipsed by the relentless noise and disturbances that permeate our lives. But, situated within the pages of **Creating And Sustaining The Constructivist Classroom** a marvelous fictional value brimming with fresh thoughts, lies an immersive symphony waiting to be embraced. Constructed by a wonderful musician of language, this fascinating masterpiece conducts readers on a mental trip, well unraveling the concealed melodies and profound impact resonating within each cautiously constructed phrase. Within the depths with this moving examination, we shall discover the book is key harmonies, analyze their enthralling writing design, and submit ourselves to the profound resonance that echoes in the depths of readers souls.

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