

Learning By Doing&sorty

Margaret Carr,Wendy Lee

What If Everybody Did That? Ellen Javernick, 2010 Text first published in 1990 by Children's Press, Inc.

Learning Stories Margaret Carr, Wendy Lee, 2012-03-19 Margaret Carr's seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new full-colour book, the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power, to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment, and narrative inquiry, this book contextualizes Learning Stories as a philosophical approach to education, learning and pedagogy. Chapters explore how Learning Stories: - help make connections with families - support the inclusion of children and family voices - tell us stories about babies - allow children to dictate their own stories - can be used to revisit children's learning journeys - can contribute to teaching and learning wisdom This ground-breaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows, through research evidence, why the early years is such a critical time in the formation of learning dispositions. Margaret Carr is a Professor of Education at the University of Waikato, New Zealand. Wendy Lee is Director of the Educational Leadership Project, New Zealand.

Beyond Learning by Doing Jay W. Roberts, 2012-03-22 EXPERIENTIAL EDUCATION This book brings a thoughtful and refreshing perspective on experiential education. Educators interested in outdoor learning, service learning, and place-based learning will find in Roberts' analysis a critical understanding of what learning by doing means. Dilafruz Williams, Portland State University What is experiential education? What are its theoretical roots? Where does this approach come from? Offering a fresh and distinctive take, this book is about going beyond learning by doing through an exploration of its underlying theoretical currents. As an increasingly popular pedagogical approach, experiential education encompasses a variety of curriculum projects from outdoor and environmental education to service learning and place-based education. While each of these sub-fields has its own history and particular approach, they draw from the same progressive intellectual taproot. Each, in its own way, evokes the power of learning by doing and direct experience in the educational process. By unpacking the assumed homogeneity in these terms to reveal the underlying diversity of perspectives inherent in their usage, this book allows readers to see how the approaches connect to larger conversations and histories in education and social theory, placing experiential education in social and historical context. Combining a critical philosophical approach with practical examples from the field, *Beyond Learning by Doing* gives readers both an excellent summary of the theoretical histories of experiential education and a thesis-driven argument about the current state of the field and its future possibilities and limitations Jay W. Roberts is Associate Professor of Education and Environmental Studies, Earlham College-- Provided by publisher.

I Choose To Try Again Elizabeth Estrada,2021-06-10 In this rhyming story, Kiara learns how to keep going even when things get too hard. Through colorful illustrations and rhythmic rhymes, Kiara reflects on her mistakes and realizes that mistakes help her grow. Instead of avoiding them, she learns from them so she can improve. Do you want your child to learn about perseverance and diligence? Your child will learn how easy it is to get back up after failing. I Choose to Try Again is a story with social emotional learning (SEL) in mind. It has been praised by teachers and therapists worldwide. This story told from Kiara's point of view will help open your child's mind to what it feels like to fail, and then try again. Kiara will teach your child how to be mentally strong. With Kiara in real life examples, your child will learn to develop their understanding of their own emotions. Throughout the story, Kiara will show you what perseverance looks like. Teacher and Therapist Toolbox: I Choose is an empowering series curated to empower young children to become aware of big emotions. A new book series developed in tandem with teachers and therapists to help children cope with a range of emotions and teach them that they indeed hold the power to choose their actions and reactions. Try not to say 'never.'. That brainwashes you to fail. It means that you won't have the chance To raise the victory sail. I Choose to Try Again was developed alongside counselors and parents to be used as a resource in a social emotional curriculum.

Learning by Doing Clark Aldrich,2008-10-07 Designed for learning professionals and drawing on both game creators and instructional designers, Learning by Doing explains how to select, research, build, sell, deploy, and measure the right type of educational simulation for the right situation. It covers simple approaches that use basic or no technology through projects on the scale of computer games and flight simulators. The book role models content as well, written accessibly with humor, precision, interactivity, and lots of pictures. Many will also find it a useful tool to improve communication between themselves and their customers, employees, sponsors, and colleagues. As John Coné, former chief learning officer of Dell Computers, suggests, "Anyone who wants to lead or even succeed in our profession would do well to read this book."

Be Kind Pat Zietlow Miller,2018-02-06 When Tanisha spills grape juice all over her new dress, her classmate contemplates how to make her feel better and what it means to be kind. From asking the new girl to play to standing up for someone being bullied, this moving and thoughtful story explores what a child can do to be kind, and how each act, big or small, can make a difference--or at least help a friend.With award-winning author Pat Zietlow Miller's gentle text and Jen Hill's irresistible art, Be Kind is an unforgettable story about how two simple words can change the world.

Just Ask Us Heather Wolpert-Gawron,2017-10-04 Based on over 1000 nationwide student surveys, these 10 deep engagement strategies help you implement achievement-based cooperative learning. Includes video and a survey sample.

The Girl who Never Made Mistakes Mark Pett,Gary Rubinstein,2011 Beatrice offers a lesson we could all benefit from: learn from your mistakes, let go, laugh, and enjoy the ride. --JENNIFER FOSBERRY, New York Times bestselling author of My Name Is Not Isabella Being perfect is overrated. Beatrice Bottomwell has NEVER (not once) made a

mistake. She never forgets her math homework, she never wears mismatched socks, and she ALWAYS wins the yearly talent show at school. In fact, the entire town calls her The Girl Who Never Makes Mistakes One day, the inevitable happens: Beatrice makes a huge mistake in front of everyone But in the end, readers (and perfectionists) will realize that life is more fun when you enjoy everything--even the mistakes. Additional praise for The Girl Who Never Made Mistakes: This funny and heartfelt book conveys a powerful message about how putting too much pressure on yourself to be perfect can suck the joy out of everything. Beatrice's discovery that you can laugh off even a very public mistake shows the importance of resiliency and helps perfectionist kids keep things in perspective. Most importantly, Beatrice reminds the reader that it's more important to enjoy the things that you do than worry about doing them perfectly. --A Mighty Girl The Girl Who Never Made Mistakes is a must-read for any young (or old) perfectionist. Beatrice Bottomwell is perfectly imperfect --Stephanie Oppenheim, Oppenheim Toy Portfolio It's fun and instructive without feeling overly didactic and the illustrations are darling. --Parenting This book will help little perfectionists see that making mistakes is okay, and it can be a lot of fun too --Kids Book Blog

Learning Science by Doing Science Alan Colburn, 2016-12-22 Time-tested activities to teach the key ideas of science—and turn students into scientists! This witty book adapts classic investigations to help students in grades 3 through 8 truly think and act like scientists. Chapter by chapter, this accessible primer illustrates a “big idea” about the nature of science and offers clear links to the Next Generation Science Standards and its Science and Engineering Practices. You’ll also find: A reader-friendly overview of the NGSS Guidance on adapting the activities to your grade level, including communicating instructions, facilitating discussions, and managing safety concerns Case studies of working scientists to highlight specifics about the science and engineering practices

Story Proof Kendall Haven, 2007-10-30 Like Stephen Krashen's important work in *The Power of Reading*, *Story Proof* collects and analyzes the research that validates the importance of story, story reading, and storytelling to the brain development and education of children and adults. Accomplished researcher and storyteller Kendall Haven, establishes the need for understanding the research findings in neural psychology and brain development and the value of a common definition of story if one is to fully grasp the importance and necessity of story to the development of the human mind. To support his case, he reviews a wealth of research from storytellers, teachers, and others who have experienced the power of story firsthand. The author has collected anecdotal experiences from over 100 performing storytellers and from 1,800 story practitioners (mostly teachers) who have made extensive use of stories. He has read more than 150 qualitative and quantitative research studies that discuss the effectiveness of stories and/or storytelling for one or more specific applications (education, organizational management, knowledge management, medical and narrative therapy, etc.). Forty of these studies were literature reviews and comparative studies including analysis of over 1,000 studies and descriptive articles. He has also gathered research evidence from his own story performances for total audiences of over 4 million and from conducting story

writing workshops with 200,000 students and 40,000 teachers.

Instructional Story Design Rance Greene, 2020-04-07 Once Upon a Time, Storytelling Met Instructional Design From children to adults, everybody likes a good story. Stories are memorable, actionable, and emotional. We are constantly making sense of the world by forming stories, and that makes them perfect for instructional design. Instructional Story Design is a practical guide to writing and developing stories for training. It takes what you already know about a story's power to connect with people and offers a clear methodology for the otherwise daunting process of creating a compelling story. Master story designer Rance Greene shares his powerful yet familiar process to discover, design, and deliver instructional stories. He presents the two essential elements that must be present to tell a story for training: relatable characters and strong conflict. These elements create a desire for resolution and grab learners' attention. This book offers advice for unearthing the root of the performance problem, creating action lists for learners, and convincing stakeholders about the effectiveness of stories. Case studies from household companies such as Pizza Hut, Southwest Airlines, and PepsiCo show story design in action. Job aids and resources include an audience profile questionnaire, character description worksheet, storyboard template, and tips for developing stories using graphics, audio, and video. With this book, you'll: Sharpen your analysis skills to discover potential training stories. Design relatable stories that concretely connect with learning objectives. Easily develop captivating stories with tools you already own. Plan your next steps to implement your instructional story.

Story Smart Kendall Haven, 2014-10-14 This one-of-a-kind book reveals the secrets of a story's power to persuade, inspire, influence, and to teach. Our brains have been evolutionarily hardwired to think, to make sense, and to understand in simple—but hidden—story terms. You'll discover the Neural Story Net, the Make Sense Mandate, Motive Matching, and the Story Influence Line—and understand how these powerful concepts control listener/reader engagement, attention, and the impact your communications will exert. You'll learn that what reaches the conscious mind of your target audience is significantly different from what first reached their eyes and ears—and that you can control that internal, neural process. This easy to use guide is organized into four parts: the neuroscience of narrative; your story tools; how narratives exert influence (changing beliefs, attitudes, values, etc.); and the straightforward process of creating Story Smart stories.

Performance Literacy Through Storytelling Nile Stanley, Brett Dillingham, 2009 Make storytelling a part of your daily curriculum! This practical guide from Nile Stanley and Brett Dillingham shows busy K8 teachers how to use storytelling to motivate and engage all readers and writers while supporting the standards. Mini-lessons at beginning, intermediate, and advanced levels help teachers weave storytelling into the fabric of today's standards-based classroom and construct their own skillful literacy lessons. Reluctant and striving readers and writers, English language learners, and even more advanced storytellers will love the confidence they gain as they move from developing to delivering a variety of stories for a variety of audiences. Teachers will love the many benefits of performance literacy, or teaching children how to write and perform stories: [[Develop literacy

skills language, vocabulary, comprehension, writing process, speaking, and listening along with performance skills and self-expression; [[Easily integrate learning across the content areas; [[Deepen the connection between home, school, and community; [[Promote students' creativity and activate their prior knowledge; [[Encourage respect and self-improvement as students learn to critique each other's stories and performances in a non-threatening manner. Developing Literacy Through Storytelling comes complete with a story index, curriculum tie-ins, digital storytelling tips, and information for using the companion website with supplemental multimedia. An audio CD includes more than 70 minutes of stories and songs from the authors themselves, in addition to other well-known storytellers, performers, and educators: Karen Alexander, John Archambault, David Plummer, Heather Forest, Brenda Hollingsworth-Marley, Gene Tagaban, and Allan Wolf. Don't just teach literacy perform it!

Pragmatic Approach to Qualitative Case Study Research Learning by Doing: A Case of Distance Learning Research in Malaysia (UUM Press) Hisham Dzakiria, 2008-01-01 This book for anyone who wants to undertake an engaging, satisfying, productive, and a more successful career as a qualitative researcher. This book is intended to contribute to the popularisation of qualitative research in Malaysia. Qualitative studies in educational research are very limited in many countries; and to date, there has been very little work done using this form of educational inquiry in Malaysia. The dominant tradition has followed the positivist paradigm. A qualitative case study offers a different approach and generates a range of information of different qualities from that obtained using traditional approaches. This book provides both the theories and practical practices to undertake a qualitative study. The conception of this book began from the assumption that our world is interpreted through language as means of communication and understanding. Writing narratives of experience is becoming a common way of describing how people make sense of their experience or problems at hand. At the root of the naturalistic inquiry exhibited in this book, is an interest in understanding the experience of learners and the meanings they make of the distance learning experience at Universiti Utara Malaysia (UUM). This study was designed as a single case focusing on distance learners of different backgrounds in UUM.

Regional Perspectives on Learning by Doing Lorlene Hoyt, 2017-07-01 In what ways can universities around the world mobilize their resources to create more just and prosperous communities, while at the same time educating civic leaders? This collaboration from university professors, community partners, and students looking to inspire higher education reform seeks to answer that question. Regional Perspectives on Learning by Doing offers a diverse array of innovative teaching and research strategies from engaged universities—from Australia, Egypt, Malaysia, Mexico, Scotland, South Africa, and the United States—that demonstrates how learning by doing elevates students' consciousness and develops their civic capabilities. While dealing creatively with pressing societal challenges, university students and others are learning together how to operate effectively in high- conflict situations; fashion bold approaches to combating poverty, promoting sustainability, and elevating public health; organize coalitions for change that bridge social and economic divides; and strengthen democratic decision-making in local communities and higher levels of governance. Students and teachers alike will gain valuable insight into building

thriving communities as well as the tools to do so.

A Squiggly Story Andrew Larsen,2016-09-06 Who says there's only one way to write a story? A young boy wants to write a story, but he only knows his letters, not words. His sister says, "Why don't you start there, with a letter?" So the boy tries. He chooses an easy letter to begin with. The letter I. And to his delight, with just the power of his vivid imagination, and no written words, an amazing story begins to unfold. Right before his eyes. This playful tale about creativity will inspire budding authors everywhere to envision new ways to write stories of their own. With or without words!

More to the Story Hena Khan,2019-09-03 From the critically acclaimed author of *Amina's Voice* comes a new story inspired by Louisa May Alcott's beloved classic, *Little Women*, featuring four sisters from a modern American Muslim family living in Georgia. When Jameela Mirza is picked to be feature editor of her middle school newspaper, she's one step closer to being an award-winning journalist like her late grandfather. The problem is her editor-in-chief keeps shooting down her article ideas. Jameela's assigned to write about the new boy in school, who has a cool British accent but doesn't share much, and wonders how she'll make his story gripping enough to enter into a national media contest. Jameela, along with her three sisters, is devastated when their father needs to take a job overseas, away from their cozy Georgia home for six months. Missing him makes Jameela determined to write an epic article—one to make her dad extra proud. But when her younger sister gets seriously ill, Jameela's world turns upside down. And as her hunger for fame looks like it might cost her a blossoming friendship, Jameela questions what matters most, and whether she's cut out to be a journalist at all...

Storytelling in Early Childhood Teresa Cremin,Rosie Flewitt,Ben Mardell,Joan Swann,2016-12-08 *Storytelling in Early Childhood* is a captivating book which explores the multiple dimensions of storytelling and story acting and shows how they enrich language and literacy learning in the early years. Foregrounding the power of children's own stories in the early and primary years, it provides evidence that storytelling and story acting, a pedagogic approach first developed by Vivian Gussin Paley, affords rich opportunities to foster learning within a play-based and language-rich curriculum. The book explores a number of themes and topics, including: the role of imaginary play and its dynamic relationship to narrative; how socially situated symbolic actions enrich the emotional, cognitive and social development of children; how the interrelated practices of storytelling and dramatisation enhance language and literacy learning, and contribute to an inclusive classroom culture; the challenges practitioners face in aligning their understanding of child literacy and learning with a narrow, mandated curriculum which focuses on measurable outcomes. Driven by an international approach and based on new empirical studies, this volume further advances the field, offering new theoretical and practical analyses of storytelling and story acting from complementary disciplinary perspectives. This book is a potent and engaging read for anyone intrigued by Paley's storytelling and story acting curriculum, as well as those practitioners and students with a vested interest in early years literacy and language learning. With contributions from Vivian Gussin Paley, Patricia 'Patsy' Cooper, Dorothy Faulkner, Natalia Kucirkova, Gillian Dowley McNamee and Ageliki Nicolopoulou.

Learning Stories Margaret Carr, Wendy Lee, 2012-03-19 Shortlisted for the 2013 Nursery World Awards! Margaret Carr's seminal work on Learning Stories was first published by SAGE in 2001, and this widely acclaimed approach to assessment has since gained a huge international following. In this new full-colour book, the authors outline the philosophy behind Learning Stories and refer to the latest findings from the research projects they have led with teachers on learning dispositions and learning power, to argue that Learning Stories can construct learner identities in early childhood settings and schools. By making the connection between sociocultural approaches to pedagogy and assessment, and narrative inquiry, this book contextualizes Learning Stories as a philosophical approach to education, learning and pedagogy. Chapters explore how Learning Stories: - help make connections with families - support the inclusion of children and family voices - tell us stories about babies - allow children to dictate their own stories - can be used to revisit children's learning journeys - can contribute to teaching and learning wisdom This ground-breaking book expands on the concept of Learning Stories and includes examples from practice in both New Zealand and the UK. It outlines the philosophy behind this pedagogical tool for documenting how learning identities are constructed and shows, through research evidence, why the early years is such a critical time in the formation of learning dispositions. Margaret Carr is a Professor of Education at the University of Waikato, New Zealand. Wendy Lee is Director of the Educational Leadership Project, New Zealand.

The Best Story Eileen Spinelli, 2008-05-29 The best story is one that comes from the heart. The library is having a contest for the best story, and the quirky narrator of this book just has to win that rollercoaster ride with her favorite author! But what makes a story the best? Her brother Tim says the best stories have lots of action. Her father thinks the best stories are the funniest. And Aunt Jane tells her that the best stories have to make people cry. A story that does all these things doesn't seem quite right, though, and the one thing the whole family can agree on is that the best story has to be your own. Anne Wilsdorf's hilarious illustrations perfectly capture this colorful family and their outrageous stories in Eileen Spinelli's heartfelt tale about creativity and finding your own voice.

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