

# International Perspectives On Teaching And Learning With Gis In Secondary Schools

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Efforts to reduce discrimination and increase diversity on campuses, coupled with shrinking budgets causing administrators to devote more resources toward recruiting and retaining students with disabilities, are fuelling an explosion of research in the area of inclusive education. An important focus that has been largely neglected is the place of teachers with disabilities in academe. International Perspectives on Teaching with Disability brings together 25 multi-disciplinary scholars with disabilities from Africa, Canada, the Caribbean, the UK, Israel and the United States to share their struggles and successes in teaching with disability. The 18 chapters are written largely from autoethnographic perspectives grounded in solid academic

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research but full of anecdotes and self-reflexive narratives that provide insights into the lived experiences of the authors. Woven into the narratives are discussions of the complexities of self-disclosure and self-advocacy; the varied—and often problematic—ways disability is experienced, perceived and discussed in society and in the classroom; the challenges of navigating academe with disability, the value of disability pedagogy, the positive student outcomes achieved by teaching through disability, as well as practical applications and lessons learned that will benefit educators, administrators and students preparing to become teachers. This book is written to champion the integral place and role of disabled educators in academe. Current educators with disability will be affirmed. Those with disability aspiring to become teachers will be encouraged. Temporarily able-bodied administrators and educators will be challenged. Everyone will be informed. This book will be a welcome addition to reading lists in a wide array of academic fields including: Education, Pedagogy, Disability Studies, Human Resources Management, and Sociology.

This, the first publication to collate a broad international perspective on the pedagogical value of GIS technology in classrooms, offers an unprecedented range of expert views on the subject. Geographic Information Systems (GISs) are now ubiquitous and relatively inexpensive. They have revolutionized the way people explore and understand the world around them. The capability they confer allows us to capture, manage, analyze, and display geographic data in ways that were undreamt of a generation ago. GIS has enabled users to make decisions and solve problems as diverse as designing bus routes, locating new businesses, responding to emergencies, and researching climate change. GIS is also having a major impact in the classroom. Students

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and teachers around the world are using this significant emerging technology in the secondary school classroom to study social and scientific concepts and processes, to broaden their technical skills, and to engage in problem solving and decision making about local and global issues. International Perspectives on Teaching and Learning with GIS in Secondary Schools brings together authors from 34 countries who profile the current status of GIS in secondary school teaching and learning in their country. Each chapter includes a summary of the country's educational context, a case study illustrating how GIS is used in secondary schooling, and an assessment of the opportunities and challenges in teaching and learning with GIS now and in the future. The book demonstrates that GIS is not only a technological tool to be used in the classroom, but also a catalyst for motivation, encouragement, and cooperation in understanding and solving global problems. The most up to date and extensive survey of GIS in the secondary education landscape, covering both principles and practice. Professor David Maguire, Pro-Vice-Chancellor, Birmingham City University, UK International Perspectives on Teaching and Learning With GIS in Secondary Schools is a highly relevant, critically important, reflective contribution to the literature, providing strong arguments supporting the inclusion for spatial studies for all in secondary school education. Karl Donert, President, EUROGEO This is an invaluable and inspirational examination of innovation in geospatial technologies in secondary schools around the world. Each chapter contains practical models for how to integrate powerful tools for spatial analysis into a range of subjects. It will be useful to classroom teachers and administrators seeking pathways to implementation and teacher educators considering how to prepare the next generation to use geospatial technologies. Sarah Witham Bednarz, Department

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of Geography, Texas A&M University, College Station, TX, USA

There has been an explosion of interest in teaching excellence in higher education. Once labelled the 'poor relation' of the research/teaching divide, teaching is now firmly on the policy agenda; pressure on institutions to improve the quality of teaching has never been greater and significant funding seeks to promote teaching excellence in higher education institutions. This book constitutes the first serious scrutiny of how and why it should be achieved. International perspectives from educational researchers, award winning teachers, practitioners and educational developers consider key topics, including: policy initiatives research-led teaching teaching excellence and scholarship the significance of academic disciplines research into teaching excellence rewarding through promotion inclusive learning and ICT. Teaching Excellence in Higher Education provides a guide for all those supporting, promoting and trying to achieve teaching excellence in higher education and sets the scene for teaching excellence as a field for serious investigation and critical enquiry.

This volume documents on-going research and theorising in the sub-field of mathematics education devoted to the teaching and learning of mathematical modelling and applications. Mathematical modelling provides a way of conceiving and resolving problems in the life world of people whether these range from the everyday individual numeracy level to sophisticated new problems for society at large. Mathematical modelling and real world applications are considered as having potential for multi-disciplinary work that involves knowledge from a variety of communities of practice such as those in different workplaces (e.g., those of

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educators, designers, construction engineers, museum curators) and in different fields of academic endeavour (e.g., history, archaeology, mathematics, economics). From an educational perspective, researching the development of competency in real world modelling involves research situated in crossing the boundaries between being a student engaged in modelling or mathematical application to real word tasks in the classroom, being a teacher of mathematical modelling (in or outside the classroom or bridging both), and being a modeller of the world outside the classroom. This is the focus of many of the authors of the chapters in this book. All authors of this volume are members of the International Community of Teachers of Mathematical Modelling (ICTMA), the peak research body into researching the teaching and learning of mathematical modelling at all levels of education from the early years to tertiary education as well as in the workplace.

The renowned and highly experienced editors of this book bring together the leading voices in contemporary English education under the banner of the International Federation for the Teaching of English (IFTE). The collected chapters here represent the very best of international writing on the teaching of English in the past decade. The key issues and debates surrounding English teaching across the globe are discussed and analysed accessibly, and incorporate wide-ranging topics including:

- The impact of high stakes testing on teaching and learning;
- Addressing the needs of minority groups;
- The digitization of literature and new conceptions of text;
- Rewriting the canon;
- Dealing with curriculum change;
- "Best practices" in the teaching of English;
- The tension between 'literacy' and 'English';
- English and bilingual education;
- The impact of digital technologies on teaching and learning;
- Conceptions of English as a subject

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[secondary and tertiary]; • Bringing the critical into the English/Literacy classroom; • The future of subject English; • Empowering voices on the margins; • Pre-service teacher education; • The social networking English classroom. This text looks at the changing face of subject English from the differing perspectives of policy makers, teacher educators, teachers and their students. It tackles some of the hard questions posed by technological advances in a global society, challenges conventional approaches to teaching and points to the emerging possibilities for a traditional school subject such as English in the face of rapid change and increasing societal expectations. Despite all of the converging political and technological threats, the authors of this engaging and insightful text portray an immense confidence in the ultimate worth of teaching and learning subject English.

Literature teaching remains central to the teaching of English around the world. This edited text brings together expert global figures under the banner of the International Federation for the Teaching of English (IFTE). The book captures a state-of-the-art snapshot of leading trends in current literature teaching, as well as detailing predicted trends for the future. The expert scholar and leading teacher contributors, coming from a wide range of countries with fascinatingly diverse approaches to literature teaching, cover a range of central and fundamental topics: literature and diversity; digital literatures; pedagogy and reader response; mother tongues; the business of reading; publishers, adolescent fiction and censorship; assessing responses to literature; the changing definitions of literature and multimodal texts. The collection reviews the consistently important place of literature in the education of young people and provides international evidence of its enduring value and contribution to education, resisting the functionalist and narrowly

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nationalist perspectives of misguided government authorities. International Perspectives on the Teaching of Literature in Schools will be of value to researchers, PhD students, literature scholars, practitioners, teacher educators, teachers and all those in the extensive academic community interested in English and literacy around the world.

This book offers a range of perspectives and insights from around the world on the teaching and learning of listening, speaking, reading and writing. It brings together contributors from across six continents, who analyse a wide range of teaching and learning contexts, including primary, secondary, tertiary, private, and adult ESL/EFL classes. In doing so, they provide locally relevant accounts that nonetheless resonate with other contexts and wider concerns. This informative and practical edited collection will appeal to students and scholars who are interested in the four building blocks of language learning, as well as language education and teacher education.

In the continuing global call for educational reforms and change, the contributors in this edited collection address the critical issue of teacher learning from diverse national contexts and perspectives. They define "teacher learning that matters" as it shapes and directs pedagogical practices with the goal of improving student learning. Student achievement is broadly and inclusively defined, beyond the test scores so often identified as the mark of "success" in the research literature. This book weaves together major studies, research findings and theoretical orientations to represent a globalized network of inquiries into the what, how and why of teacher learning that shapes teacher skill and knowledge. Teacher learning matters on an international scale because teachers are the portals through which any initiative for change and

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reform is realized. Recognizing that a highly skilled teaching force is instrumental to improving student achievement adds import to generating interactive dialogue on teacher learning around the globe.

Teacher research is recognized, in ELT and education more generally, as a powerful transformative strategy for teacher development and school improvement. This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher.

“This book gives a voice to English language teachers faced with the challenges posed by English language curriculum change. As a core component of national state system curricula in virtually every country in the world, there has nevertheless been little research exploring how the millions of English teachers worldwide navigate the challenges posed by such curriculum changes. This volume includes eleven stories from teachers based across every continent, providing a global glimpse of how national English curriculum change projects have been experienced by classroom teachers who are commonly (if erroneously) viewed as mostly responsible for its implementation success or failure. The final chapter synthesises these experiences and suggests wider implications for the development of curriculum change planning processes, and how they might better support teachers’ attempts to achieve curriculum goals. Edited and authored by leading experts in the field, this ground-breaking collection will be of interest to students and scholars of English language teaching, teacher education, curriculum change and education policy.”