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Communities of Practice Facilitating Social Learning in Higher Education Springer In this book about communities of practice in the international, higher education sector, the authors articulate the theoretical foundations of communities of practice (CoPs), research into their application in higher education, leadership roles and how CoPs sustain and support professional learning. Research demonstrates that communities of practice build professional and personal links both within and across faculty, student services and administrative and support units. This book describes how community of practice members may be physically co-located and how social media can be used to connect members across geographically diverse locations. It positions higher education communities of practice within the broader community of practice and social learning literature, and articulates the importance of community of practice leadership roles, and the growing focus on the use of social media for community of practice implementation. The multiple perspectives provide higher education leaders, academic and professional staff with the means to establish, or reflect on existing CoPs, by sharing insights and critical reflections on their implementation strategies, practical guidelines and ideas on how community of practice's theoretical underpinnings can be tailored to the higher education context. **Classroom Interaction and Social Learning From Theory to Practice Psychology Press** Today's classroom presents a wealth of opportunities for social interaction amongst pupils, leading to increased interest in teachers and researchers into the social nature of learning. While classroom interaction can be a valuable tool for learning, it does not necessarily lead to useful learning experiences. Through case studies, this book highlights the use of new analytical methodologies for studying the content and patterns of children's interactions and how these contribute to their construction of knowledge. **Classroom Interaction and Social Learning** will be of interest to students and in service teachers and researchers concerned with classroom discourse and learning. **How Learning Works Seven Research-Based Principles for Smart Teaching John Wiley & Sons** Praise for How Learning Works "How Learning Works is the perfect title for this excellent book. Drawing upon new research in psychology, education, and cognitive science, the authors have demystified a complex topic into clear explanations of seven powerful learning principles. Full of great ideas and practical suggestions, all based on solid research evidence, this book is essential reading for instructors at all levels who wish to improve their students' learning." —Barbara Gross Davis, assistant vice chancellor for educational development, University of California, Berkeley, and author, *Tools for Teaching* "This book is a must-read for every instructor, new or experienced. Although I have been teaching for almost thirty years, as I read this book I found myself resonating with many of its ideas, and I discovered new ways of thinking about teaching." —Eugenia T. Paulus, professor of chemistry, North Hennepin Community College, and 2008 U.S. Community Colleges Professor of the Year from The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education "Thank you Carnegie Mellon for making accessible what has previously been inaccessible to those of us who are not learning scientists. Your focus on the essence of learning combined with concrete examples of the daily challenges of teaching and clear tactical strategies for faculty to consider is a welcome work. I will recommend this book to all my colleagues." —Catherine M. Casserly, senior partner, The Carnegie Foundation for the Advancement of Teaching "As you read about each of the seven basic learning principles in this book, you will find advice that is grounded in learning theory, based on research evidence, relevant to college teaching, and easy to understand. The authors have extensive knowledge and experience in applying the science of learning to college teaching, and they graciously share it with you in this organized and readable book." —From the Foreword by Richard E. Mayer, professor of psychology, University of California, Santa Barbara; coauthor, *e-Learning and the Science of Instruction*; and author, *Multimedia Learning* **Social learning towards a sustainable world Principles, perspectives, and praxis Wageningen Academic Publishers** This comprehensive volume - containing 27 chapters and contributions from six continents - presents and discusses key principles, perspectives, and practices of social learning in the context of sustainability. Social learning is explored from a range of fields challenged by sustainability including: organizational learning, environmental management and corporate social responsibility; multi-stakeholder governance; education, learning and educational psychology; multiple land-use and integrated rural development; and consumerism and critical consumer education. An entire section of the book is devoted to a number of reflective case studies of people, organizations and communities using forms of social learning in moving towards sustainability. **Psychology for the Classroom: the Social Context Routledge** **Psychology for the Classroom: Constructivism and Social Learning** provides a lively introduction to the much debated topics of talk and group collaboration in classrooms, and the development of interactive approaches to teaching. **Digital Literacies Social Learning and Classroom Practices SAGE** Facebook, blogs, texts, computer games, instant messages... The ways in which we make meanings and engage with each other are changing. Are you a student teacher trying to get to grips with these new digital technologies? Would you like to find ways to make use of them in your classroom? **Digital technologies are an everyday part of life for students and Understanding Digital Literacies** explores the ways in which they can be used in schools. Carrington and Robinson provide an insight into the research on digital technologies, stressing its relevance for schools, and suggest ways to develop new, more relevant pedagogies, particularly for social learning, literacy and literate practices. With a practical focus, the examples and issues explored in this book will help you to analyse your own practice and to carry out your own small-scale research projects. Explaining the theoretical issues and demonstrating their practical implementation, this topical book will be an essential resource to new student teachers on undergraduate and PGCE courses, and those returning to postgraduate study. **Autonomy in Language Learning and Teaching New Research Agendas Springer** This book seeks to expand the research agendas on autonomy in language learning and teaching in diverse contexts, by examining the present landscape of established studies, identifying research gaps and providing practical future research directions. Based on empirical studies, it explores research agendas in five emerging domains: language learning and teaching in developing countries; social censure and teacher autonomy; learner autonomy and groups; learner autonomy and digital practice; and finally, learner autonomy and space. In doing so, it sheds new light on the impact of digital media, group dynamics and the application of ecological perspectives on learner autonomy. The contributors present a novel reconsideration of new learning affordances, and their discussion of spatial dimensions provides much needed expansion in the field. This book will have international appeal and provide an invaluable resource for students and scholars of second language learning and higher education, as well as teacher educators. Chapter 2 of this book is open access under a CC BY 4.0 license via https://link.springer.com/content/pdf/10.1057%2F978-1-137-52998-5_2.pdf. **Building Communities of Engaged Readers Reading for pleasure Routledge** Reading for pleasure urgently requires a higher profile to raise attainment and increase children's engagement as self-motivated and socially interactive readers. **Building Communities of Engaged Readers** highlights the concept of 'Reading Teachers' who are not only knowledgeable about texts for children, but are aware of their own reading identities and prepared to share their enthusiasm and understanding of what being a reader means. Sharing the processes of reading with young readers is an innovative approach to developing new generations of readers. Examining the interplay between the 'will and the skill' to read, the book distinctively details a reading for pleasure pedagogy and demonstrates that reader engagement is strongly influenced by relationships between children, teachers, families and communities. Importantly it provides compelling evidence that reciprocal reading communities in school encompass: a shared concept of what it means to be a reader in the 21st century; considerable teacher and child knowledge of children's literature and other texts; pedagogic practices which acknowledge and develop diverse reader identities; spontaneous 'inside-text talk' on the part of all members; a shift in the focus of control and new social spaces that encourage choice and children's rights as readers. Written by experts in the literacy field and illustrated throughout with examples from the project schools, it is essential reading for all those concerned with improving young people's enjoyment of and attainment in reading. **Social Media in Higher Education: Case Studies, Reflections and Analysis Open Book Publishers** How does social media affect working life in Higher Education? How are universities harnessing its power to aid student learning? This innovative collection brings together academics and those working in professional services to examine these questions and more. The diverse and expert contributors analyse the many ways social media can be used to enhance teaching and learning, research, professional practice, leadership, networking and career development. The impact of social media is evaluated critically, with an eye both to the benefits and the problems of using these new forms of digital communication. This is the first volume to give such detailed attention to this area of high interest. Its innovative approach extends to its creation, with contributors found via their presence on Twitter. The short and impactful chapters are accessible while retaining an academic focus through their application of relevant learning theories and educational context. **Social Media and Higher Education** is essential reading for any professional working in higher education, including lecturers teaching education courses. It is also significant for researchers looking at more recent developments in the field and what it means to work in a modern higher education environment. **The Wiley Handbook of Social Studies Research John Wiley & Sons** **The Wiley Handbook of Social Studies Research** is a wide-ranging resource on the current state of social studies education. This timely work not only reflects on the many recent developments in the field, but also explores emerging trends. This is the first major reference work on social studies education and research in a decade An in-depth look at the current state of social studies education and emerging trends Three sections cover: foundations of social studies research, theoretical and methodological frameworks guiding social studies research, and current trends and research related to teaching and learning social studies A state-of-the-art guide for both graduate students and established researchers Guided by an advisory board of well-respected scholars in social studies education research **Ways of Learning Learning Theories and Learning Styles in the Classroom Routledge** Whilst most teachers are skilled in providing opportunities for the progression of children's learning, it is often without fully understanding the theory behind it. With greater insight into what is currently known about the processes of learning and about individual learning preferences, teachers are better equipped to provide effective experiences and situations which are more likely to lead to lasting attainment. Now fully updated, **Ways of Learning** seeks to provide an understanding of the ways in which learning takes place, which teachers can make use of in their planning and teaching, including: An overview of learning Behaviourism and the beginning of theory Cognitive and constructivist learning Multiple intelligences Learning styles Difficulties

with learning The influence of neuro-psychology Relating theory to practice The third edition of this book includes developments in areas covered in the first and second editions, as well as expanding on certain topics to bring about a wider perspective; most noticeably a newly updated and fully expanded chapter on the influence of neuro-educational research. The book also reflects changes in government policy and is closely related to new developments in practice. Written for trainee teachers, serving teachers, and others interested in learning for various reasons, *Ways of Learning* serves as a valuable introduction for students setting out on higher degree work who are in need of an introduction to the topic. An Integrated Play-based Curriculum for Young Children Routledge Play provides young children with the opportunity to express their ideas, symbolize, and test their knowledge of the world. This book offers the theoretical framework for understanding the origins of an early childhood play-based curriculum and how young children learn and understand concepts in a social and physical environment. Open Learning and Teaching in Educational Communities 9th European Conference on Technology Enhanced Learning, EC-TEL 2014, Graz, Austria, September 16-19, 2014, Proceedings Springer This book constitutes the refereed proceedings of the 9th European Conference on Technology Enhanced Learning, EC-TEL 2014, held in Graz, Austria, in September 2014. The 27 full papers and 18 short papers presented were carefully reviewed and selected from 165 submissions. They address topics such as informal learning, self-regulated and self-directed learning, reflective learning, inquiry based learning, communities of learners and communities of practice, learning design, learning analytics, personalization and adaptation, social media, computer supported collaborative learning, massive open online courses, schools and universities of the future. Doing History Investigating with Children in Elementary and Middle Schools Taylor & Francis Now in its sixth edition, *Doing History* offers a unique perspective on teaching and learning history in the elementary and middle grades. Through case studies of teachers and students in diverse classrooms and from diverse backgrounds, it shows children engaging in authentic historical investigations, often in the context of an integrated social studies curriculum. The book is grounded in the view that children can engage in valid forms of historical inquiry—asking questions, collecting and analyzing evidence, examining the varied perspectives and experiences of people in the past, and creating evidence-based historical accounts and interpretations. Grounded in contemporary sociocultural theory and research, the text features vignettes in each chapter showing communities of teachers and students doing history in environments rich in literature, art, writing, and discussion. The authors explain how these classrooms reflect contemporary principles of teaching and learning, and thus, the descriptions not only provide specific examples of successful activities but also place them in a context that allows teachers to adapt and apply them in a wide range of settings. *Doing History* emphasizes diversity in two ways: Readers encounter students from a variety of backgrounds and see how their diverse experiences can form the foundation for learning, and they also see examples of how teachers can engage students with diverse experiences and perspectives in the past, including those that led to conflict and oppression. The book also discusses principles for working with English learners and newcomers, and it provides guidance in using multiple forms of assessment to evaluate the specifically historical aspects of children's learning. Updates to this edition include updated historical and instructional examples to ensure currency, new suggestions for children's literature to support good teaching, expanded attention to teaching about oppressed groups in history, and greater attention to when historical perspective taking is and is not appropriate. The Future of Learning and Teaching in Next Generation Learning Spaces Emerald Group Publishing This book focuses on key elements of learning, teaching, professional development and design. The book addresses the compelling questions of the decade in an effort to help senior university managers think beyond the pedagogies of yesterday in order to maximize the use and design of physical learning spaces for the future. Teaching the Content Areas to English Language Learners in Secondary Schools English Language Arts, Mathematics, Science, and Social Studies Springer This practitioner-based book provides different approaches for reaching an increasing population in today's schools - English language learners (ELLs). The recent development and adoption of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS-ELA/Literacy), the Common Core State Standards for Mathematics, the C3 Framework, and the Next Generation Science Standards (NGSS) highlight the role that teachers have in developing discipline-specific competencies. This requires new and innovative approaches for teaching the content areas to all students. The book begins with an introduction that contextualizes the chapters in which the editors highlight transdisciplinary theories and approaches that cut across content areas. In addition, the editors include a table that provides a matrix of how strategies and theories map across the chapters. The four sections of the book represent the following content areas: English language arts, mathematics, science, and social studies. This book offers practical guidance that is grounded in relevant theory and research and offers teachers suggestions on how to use the approaches described. Reflections on Learning, Life and Work Completing Doctoral Studies in Mid and Later Life and Career Springer Science & Business Media This book records the stories of doctoral study experiences of the twenty-two writers. These research degree experiences are embedded in the lives and careers of the writers and the twenty-two distinctive projects draw from those individual lives and careers. The authors write about meeting the continuing demands of older and younger family members and of their struggles with ill health and work place demands while working through their studies. There is also the joy of coming to see themselves and being seen as research scholars and supporting and celebrating with others as they move through candidature proposals and ethics applications to graduation. Apart from the stories that bring the writers to their particular projects and that colour their individual journeys, storying methodology is most often selected for the research, all of which is undertaken within the arts, humanities and education. Phenomenology, narrative, ethnography are central to most of the studies and the detailed accounts of each research topic, methods and outcomes locate each of the research projects in rich bodies of knowledge. Valued writers and readers in these fields, Mary Beattie and Elaine Martin have read each reflection and provided in turn a foreword and an afterword which bookend the volume and further enrich these reflections on learning, life and work. Teacher Education and Professional Development in TESOL Global Perspectives Routledge At the forefront of research on English language teacher education and professional development, this volume presents new empirical research situated in different contexts around the world, including Canada, Denmark, Israel, Japan, Korea, Qatar, Sudan, and the U.S. It is framed by the volume editors' insightful overview and analyses of previous and ongoing work in a variety of related domains and an epilogue by David Nunan. The chapter studies are organized around three themes: teacher identity in ESL/EFL teacher education and professional development programs, second language teacher education programs for diverse contexts, and professional development for diverse contexts. All chapters focus on the applied nature of the research and include a section on implications. To provide balance and a range of views, the volume includes both chapters reporting on empirical research funded by TIRF grant recipients and several from invited authors who are senior scholars in the field. This is the third volume in the Global Research on Teaching and Learning English Series, co-published by Routledge and TIRF. Learning to Teach Curricular and Pedagogical Considerations for Teacher Preparation Rowman & Littlefield Learning to Teach is a collection of field-based research that examines "learning to teach" in pre-service preparation. Teacher professional learning is a complex process that draws attention to the contextual and consequential aspects of learning to teach as well as the relational dynamics that reside within all preparation programs. Experiential Learning Experience as the Source of Learning and Development FT Press Experiential learning is a powerful and proven approach to teaching and learning that is based on one incontrovertible reality: people learn best through experience. Now, in this extensively updated book, David A. Kolb offers a systematic and up-to-date statement of the theory of experiential learning and its modern applications to education, work, and adult development. Experiential Learning, Second Edition builds on the intellectual origins of experiential learning as defined by figures such as John Dewey, Kurt Lewin, Jean Piaget, and L.S. Vygotsky, while also reflecting three full decades of research and practice since the classic first edition. Kolb models the underlying structures of the learning process based on the latest insights in psychology, philosophy, and physiology. Building on his comprehensive structural model, he offers an exceptionally useful typology of individual learning styles and corresponding structures of knowledge in different academic disciplines and careers. Kolb also applies experiential learning to higher education and lifelong learning, especially with regard to adult education. This edition reviews recent applications and uses of experiential learning, updates Kolb's framework to address the current organizational and educational landscape, and features current examples of experiential learning both in the field and in the classroom. It will be an indispensable resource for everyone who wants to promote more effective learning: in higher education, training, organizational development, lifelong learning environments, and online. Ebooks in education Realising the vision Ubiquity Press Science Education in Theory and Practice An Introductory Guide to Learning Theory Springer Nature This book provides a collection of applicable learning theories and their applications to science teaching. It presents a synthesis of historical theories while also providing practical implications for improvement of pedagogical practices aimed at advancing the field into the future. The theoretical viewpoints included in this volume span cognitive and social human development, address theories of learning, and describe approaches to teaching and curriculum development. The book presents and discusses humanistic, behaviourist, cognitivist, and constructivist theories. In addition, it looks at other theories, such as multiple intelligences theory, systems thinking, gender/sexuality theory and indigenous knowledge systems. Each chapter follows a reader-motivated approach anchored on a narrative genre. The book serves as a guide for those aiming to create optional learning experiences to prepare the next generation STEM workforce. Chapter "The Bildung Theory—From von Humboldt to Klafki and Beyond" is available open access under a Creative Commons Attribution 4.0 International License via link.springer.com Psychology for the Classroom: Constructivism and Social Learning Routledge Psychology for the Classroom: Constructivism and Social Learning provides a lively introduction to the much debated topics of talk and group collaboration in classrooms, and the development of interactive approaches to teaching. The authors provide a background to research in constructivist and social learning theory, offering a broad and practical analysis which focuses on contemporary issues and strategies, including the use of e-learning and multimedia. Throughout the book theory is linked with its practical implications for everyday teaching and learning and chapters incorporate: the history of constructivist and social learning theory and key thinkers pedagogical implications practical strategies for the classroom constructivist theory and e-learning. Case studies and vignettes demonstrating best practice are used throughout the text, illustrating how monitored collaboration between learners can result in an effective learning environment where targets are met. Essential reading for practising teachers and students, this book is a valuable guide for those looking to provide effective teaching and learning within a constructivist framework. The Social Studies Wars What Should We Teach the Children? Teachers College Press Ronald Evans describes and interprets the continuing battles over the purposes, content, methods, and theoretical foundations of the social studies curriculum. This fascinating volume: addresses the failure of social studies to reach its potential for dynamic teaching because of a lack of consensus in the field; links the ever-changing rhetoric and policy decisions to their influence on classroom practice; and helps to clarify the meaning, direction, and purposes of social studies instruction in schools. Global Higher Education During and Beyond COVID-19 Perspectives and Challenges Springer Nature Handbook of Research on Credential Innovations for Inclusive Pathways to Professions IGI Global With increasingly interconnected educational and employment ecosystems, credential innovations are trailblazing multiple pathways to professions at a pivotal moment of rapid change. In the current state of credential proliferation, the quest for simultaneous improvement of quality and value reflects heightened cross-sector interests, while at the same time the quest for concurrent enhancement of access and success remains. With the evolving educational models, technologies, and organizations, credential innovations will continue to serve as powerful catalysts in realizing the great promise for inclusive pathways to professions. The Handbook of Research on Credential Innovations for Inclusive Pathways to Professions surveys the state of credential innovations, examines trends and issues, and explores models and strategies with case studies across sectors and disciplines. The 21 chapters are organized in three sections. Section I, Credential Innovations Amid Evolving Ecosystems, features a powerful array of change theories-in-action with topics ranging from conceptual re-visioning to organizational restructuring and programmatic reengineering within evolving ecosystems. Section II, Credential Innovations and Propositions Across Sectors, spotlights diverse approaches to and propositions

of credentials within complex socio-economic landscapes across education, business, and technology industries. Section III, Credential Innovation Models and Strategies, showcases institutional innovations ranging from model developments, pedagogical approaches, and personalized engagements to outcome measurements and strategies for sustainable implementation. Lessons learned and implications are explored to share promising practices, inform current development, and influence future policies toward inclusive excellence in education and the workplace. Intelligent Learning Systems and Advancements in Computer-Aided Instruction: Emerging Studies Emerging Studies IGI Global "This book reviews computational models and technologies for distance education, focusing on systems, infrastructures, and frameworks for delivering quality education"--Provided by publisher. On the Move Mobile Learning for Development IAP This book integrates research, action research, best practice and case studies detailing how some educators have embraced the opportunities afforded by mobile learning. In particular, it brings together a range of scenarios, solutions and discussions relating to mobile learning in development and other resource challenged contexts. The book will appeal to elected public/government representatives, public service agencies, community groups, regional development bodies, researchers, educational technologists and others interested in mobile learning. Students on senior undergraduate or postgraduate courses in educational technology, education, development studies, information technology, information systems, business, health, and social work will find this book useful in their studies related to the application of mobiles in learning and development. International Handbook of Research on Environmental Education Routledge The environment and contested notions of sustainability are increasingly topics of public interest, political debate, and legislation across the world. Environmental education journals now publish research from a wide variety of methodological traditions that show linkages between the environment, health, development, and education. The growth in scholarship makes this an opportune time to review and synthesize the knowledge base of the environmental education (EE) field. The purpose of this 51-chapter handbook is not only to illuminate the most important concepts, findings and theories that have been developed by EE research, but also to critically examine the historical progression of the field, its current debates and controversies, what is still missing from the EE research agenda, and where that agenda might be headed. Published for the American Educational Research Association (AERA). Fostering Diversity and Inclusion in the Social Sciences IAP The United States' social and economic inequities stood in high relief during the COVID-19 pandemic, spotlighting the glaringly disproportionate systemic injustices related to public health and the economic impact on minoritized communities. Realities of structural and institutionalized racism and classism were exposed to greater degrees as we sought to understand and investigate the inequitable impact regarding health and income disparities for African American, Latinx, and Native American communities, as well as racial violence explicitly targeting Asian American communities. Further exacerbating the polarized sociopolitical landscape amidst the pandemic, the murder of George Floyd in May 2020, witnessed by countless people around the world, resulted in anguish and drew heightened attention to the insidious racial injustice and ongoing racial violence that continues to plague the nation. As many advocates took to the streets in an attempt to have their voices heard in the continued struggle for racial equality, the federal government tried to further silence those who have been historically placed on the margins, including the attack of critical race theory, antiracism work in education, and training for diversity and inclusion. Consequently, it is imperative social science educators are equipped with the knowledge, tools, and dispositions to facilitate learning that explores the implications of power, privilege, and oppression and ask important questions to ensure voices that have been muffled, or silenced altogether, are strategically unsilenced, voiced, and valued. Given the perpetuation of inequities, existing educational disparities, and the continued need for reconciliation, this volume explores how the social sciences can be examined and reimagined to combat injustices and support further diversity, equity, and inclusion. Authors explore how educators can (a) understand how knowledge is constructed, shaped, and influences how students see the world, (b) problematize current curricular approaches and reframe instructional practices, (c) employ a critical lens to attend to and proactively address existing challenges and inequities related to race, (d) infuse their teaching with greater attention to diversity and inclusion for all students; and (e) promote increased awareness, advocacy, and educational justice. Through the examination of research, theory, and practitioner-oriented strategies, the authors encourage reflection, inspire calls for action, and explore how to teach about, proactively challenge, and encourage continued examination of society to support progress through increased critical consciousness, cultural competence, and critical multiculturalism. Education and Learning to Think National Academies Press The economic and social challenges confronting the nation today demand that all citizens acquire and learn to use complex reasoning and thinking skills. Education and Learning to Think confronts the issues facing our schools as they take on this mission. This volume reviews previous research, highlights successful learning strategies, and makes specific recommendations about problems and directions requiring further study. Among the topics covered are the nature of thinking and learning, the possibilities of teaching general reasoning, the attempts to improve intelligence, thinking skills in academic disciplines, methods of cultivating the disposition toward higher order thinking and learning, and the integral role motivation plays in these activities. Research, Teaching and Learning Pedagogy and Practice in the Open and Distance Learning Paradigm Universal-Publishers Research, Teaching and Learning presents ten essays which explore key factors in effective research teaching and learning practices, provide guidance for their implementation, and describe their benefits to academics and students in the Open and Distance Learning environment. The authors have written this book for the student, the academic and the organisation in the Open and Distance Learning paradigm, from a New Zealand and international perspective. This book provides a framework for the development and application of research, teaching, and learning for the academic within faculty and for managers of open and distance learning tertiary organisations. Research in Early Childhood Education for Sustainability International perspectives and provocations Routledge Sustainability is a global issue that urgently needs addressing, and for which the most serious consequences are for children and future generations. This insightful research text tackles one of the most significant contemporary issues of our times - the nexus between society and environment - and how early childhood education can contribute to sustainable living. By offering international and multidisciplinary research perspectives on Early Childhood Education for Sustainability, each chapter explores and investigates the complex topic of sustainability and its relationship to early childhood education. A particular emphasis that runs through this text is young children as empowered citizens, capable of both contributing to and creating change for sustainability. The chapter authors work from, or are aligned with, a transformative education paradigm that suggests the socio-constructivist frameworks currently underpinning Early Childhood Education require reframing in light of the social transformations necessary to address humanity's unsustainable, unjust and unhealthy living patterns. This research text is designed to be provocative and challenging; in so doing it seeks to encourage exploration of current understandings about Early Childhood Education for Sustainability, offers new dimensions for more deeply informed practice, and proposes avenues for further research in this field. Handbook of Research on Education and Technology in a Changing Society IGI Global Technology has become an integral part of our everyday lives. This trend in ubiquitous technology has also found its way into the learning process at every level of education. The Handbook of Research on Education and Technology in a Changing Society offers an in-depth description of concepts related to different areas, issues, and trends within education and technological integration in modern society. This handbook includes definitions and terms, as well as explanations of concepts and processes regarding the integration of technology into education. Addressing all pertinent issues and concerns in education and technology in our changing society with a wide breadth of discussion, this handbook is an essential collection for educators, academicians, students, researchers, and librarians. Social Learning Theory Englewood Cliffs, N.J. : Prentice Hall ; Toronto : Prentice-Hall of Canada An exploration of contemporary advances in social learning theory with special emphasis on the important roles played by cognitive, vicarious, and self-regulatory processes. Integrating Sustainability Thinking in Science and Engineering Curricula Innovative Approaches, Methods and Tools Springer Including considerations of sustainability in universities' activities has long since become mainstream. However, there is still much to be done with regard to the full integration of sustainability thinking into science and engineering curricula. Among the problems that hinder progress in this field, the lack of sound information on how to actually implement it is prominent. Created in order to address this need, this book presents a wealth of information on innovative approaches, methods and tools that may be helpful in translating sustainability principles into practice. Community Nutrition for Developing Countries Athabasca University Press and UNISA Press Nutrition textbooks used by universities and colleges in developing countries have very often been written by scholars who live and work in North America or the United Kingdom. And while the research and information they present is sound, the nutrition-related health challenges with which developing countries must grapple differ considerably from those found in highly industrialized Western nations. The primary aim of Community Nutrition for Developing Countries is to provide a book that meets the needs of nutritionists and other health professionals living and working in developing countries. Written by both scholars and practitioners, the volume draws on their wealth of knowledge, experience, and understanding of nutrition in developing countries to provide nutrition professionals with all the information they require. Each chapter addresses a specific nutrition challenge currently faced by developing countries such as food security, food safety, disease prevention, maternal health, and effective nutrition policy. In addition, the volume serves as an invaluable resource for those developing and implementing nutrition education programmes. With an emphasis on nutritional education as a means to prevent disease and effectively manage health disorders, it is the hope of the nearly three dozen contributors to this work that it will enhance the health and well-being of low-income populations throughout the world. Web 2.0-Based E-Learning: Applying Social Informatics for Tertiary Teaching Applying Social Informatics for Tertiary Teaching IGI Global "This book deals with Web 2.0 and how social informatics are impacting higher education practice, pedagogical theory and innovations"--Provided by publisher. Sexuality, Gender and Schooling Shifting Agendas in Social Learning Psychology Press This book's central argument presents educationalists with new ways of understanding the significance of sexuality and gender in young people's lives and suggests ways in which this knowledge is useful in practice. Educational Social Software for Context-Aware Learning: Collaborative Methods and Human Interaction Collaborative Methods and Human Interaction IGI Global "This book examines socio-cultural elements in educational computing focused on design and theory where learning and setting are intertwined"--Provided by publisher.