

Beknopte didaxologie

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Beknopte Didaxologie

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Beknopte Didaxologie:

Teacher Empowerment Through Curriculum Development Arend Carl, 2004-04 South African education faces tremendous challenges several of which relate to curriculum development The aim of this guide is to empower teachers to become agents of curriculum change to make a positive contribution towards the development and transformation of education

Theorizing Teaching Anna-Katharina Praetorius, Charalambos Y. Charalambous, 2023-03-11 This open access book seeks to create a forum for discussing key questions regarding theories on teaching Which theories of teaching do we have What are their attributes What do they contain How are they generated How context sensitive and content specific do they need to be Is it possible or even desirable to develop a comprehensive theory of teaching The book identifies areas of convergence and divergence among the answers to these questions by prominent international scholars in research on teaching Initiating exchanges among the authors it then evaluates whether consensus can be reached on the areas of divergence The book concludes by discussing lessons learned from this endeavor and outlines steps that need to be taken for advancing future work on theorizing teaching As such the book is aimed at readers interested in an overview of the theorizing of teaching and key open questions that if addressed help to move the field forward **Routledge Encyclopedia of Language Teaching and Learning** Michael Byram, 2004 This handbook deals with all aspects of contemporary language teaching and its history Produced for language teaching professionals it is also useful as a reference work for academic studies at postgraduate level **Onderwijzen zonder wijzen?** Geert Van Coillie, 2008 *Teacher Empowerment Through Curriculum Development* Arend E. Carl, 2009 Teacher Empowerment through Curriculum Development Theory into Practice encourages the empowerment and involvement of teachers in the curriculum development process This updated third edition is a must for every teacher who acknowledges the need for empowerment and wishes to contribute to the process of curriculum development in a changing South Africa Book Jacket **The 1st International Conference on Maritime Education and Development** Sanja Bauk, Stojče Dimov Ilčev, 2021-03-24 This book presents the proceedings of the 1st International Conference on Maritime Education and Development The conference exchanges knowledge experiences and ideas in the domain of maritime education and development with the ultimate goal of generating new knowledge and implementing smart strategies and actions Topics include the 4th Industrial Revolution 4IR unmanned air sea surface underwater vehicles UxV the digital divide and Internet accessibility digital infrastructure IMO E navigation strategy smart ship concept automation and digitalization cyber security and maritime future This proceedings pertains to researchers academics students and professionals in the realm of maritime education and development **Beknopte didactiek en instructie** Jacques Mylle, 2011 Met dit boek streeft de auteur een viervoudige doelstelling na In de eerste plaats wil hij enerzijds een voldoende wetenschappelijk verantwoorde onderbouw geven aan en anderzijds praktische handvatten aanreiken voor een efficiënt didactisch handelen in een geïntegreerd perspectief de voorbereiding door middel van

didactische beoordeling de implementatie in een lesdossier als basis voor uitvoering de uitvoering in de praktijk en de evaluatie van het doorgevoerde onderwijs en leerproces Ten tweede wordt gekozen voor het Model van Didactische Analyse van L Van Gelder omwille van het systemische karakter waarin alle componenten in hun onderlinge samenhang bestudeerd worden Ten derde is dit werk vooral bedoeld voor gebruik op microniveau maar is mutatis mutandis bruikbaar op mesoniveau Ten slotte spitst het werk zich vooral toe op het verwerven van psychomotorische vaardigheden leergebied waar vele andere werken overheen stappen zonder nochtans het cognitieve en het socio affectieve domein te verwaarlozen Na een inleidend hoofdstuk met terminologie en een overzicht aan onderwijskundige modellen wordt in de acht volgende hoofdstukken telkens n component van het model van Van Gelder uitgediept Ten slotte wordt het geheel afgesloten met het hoofdstuk over praktische voorbereiding uitvoering

Acquiring Intercultural Communicative Competence from Textbooks Lies Sercu, 2000 This book investigates whether and to what extent foreign language textbooks can contribute to promoting adolescent pupils acquisition of intercultural communicative competence It gives a full scientific account of a research project carried out amongst Flemish learners of German The focus of the research was on the relationships between the culture teaching approaches adopted in textbooks and the pupils learning of culture Although the sub title refers to a particular group of pupils learning a particular language the study has more general bearing and constitutes a substantial contribution to the literature and in particular empirical research on the development of intercultural competence in and through foreign language education The composition of the volume reflects the affective cognitive and contact dimensions of the culture learning process It also gives space to the theoretical platform on which the research was built and to the research methodology adopted Chapter 1 sets out to contextualise and define the research topic It clarifies the study s position within the field of culture and language learning and teaching theory practice and research It also situates the investigation into the specific context of teaching and learning foreign languages and cultures in Flanders In chapter 2 the theoretical framework informing the study is developed Chapter 3 provides an overview of the techniques of data collection and analysis employed of the kinds of data collected and of the chronology of data collection Chapters 4 5 and 6 provide an interpretative description and analysis of the investigation s key concepts Chapters 4 and 5 focus on the pupils culture learning processes and analyse relationships between attitude contact and perception data In chapter 6 the culture teaching approaches adopted in the investigated textbook series are described and evaluated with regard to their potential for promoting the pupils learning of culture Chapter 7 finally provides a summary overview of the study s main findings and presents the main conclusions that can be drawn from the evidence presented in earlier chapters It estimates the value of the study s research methodology and theoretical framework It also reflects on how the research findings can find application and implementation

Interreligious Learning Carl Sterkens, 2021-10-01 The increasing plurality of religions and world views in western society has major implications for religious communication in both public and private settings This study is

an important step in an exploration of the consequences of this religious plurality for religious education in primary education The chief concern of this study is the following question To what extent is a pedagogic model in which pupils are encouraged to participate in an interreligious dialogue adequate for coping with this religious plurality To address this question the author discusses the following research questions what are the cognitive the affective and the attitudinal effects of the interreligious model for religious education and can this model be legitimised These questions are considered in the context of a discussion of the meaning of religion and an elaboration of the aim of religious education within the context of a secularized and multicultural society

Educational Effectiveness and Ineffectiveness Jaap Scheerens, 2015-11-20 This book is a critical assessment of the knowledge base on educational effectiveness covering a period of five decades of research It formulates a lean theory of good schooling and identifies and explains instances of ineffectiveness such as low effect sizes of malleable conditions for which expectations are highly strung The book presents a systemic outlook on educational effectiveness and improvement as it starts out from an integrated multi level model that comprises system level school level and instructional conditions It offers a classification of school improvement strategies and scenarios for system level educational improvement Above all the analysis is very systematic comprehensive and strongly grounded in theory The book includes a case study analysis of various strands of improvement oriented educational policy in the Netherlands as an illustration of some of the arguments used

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