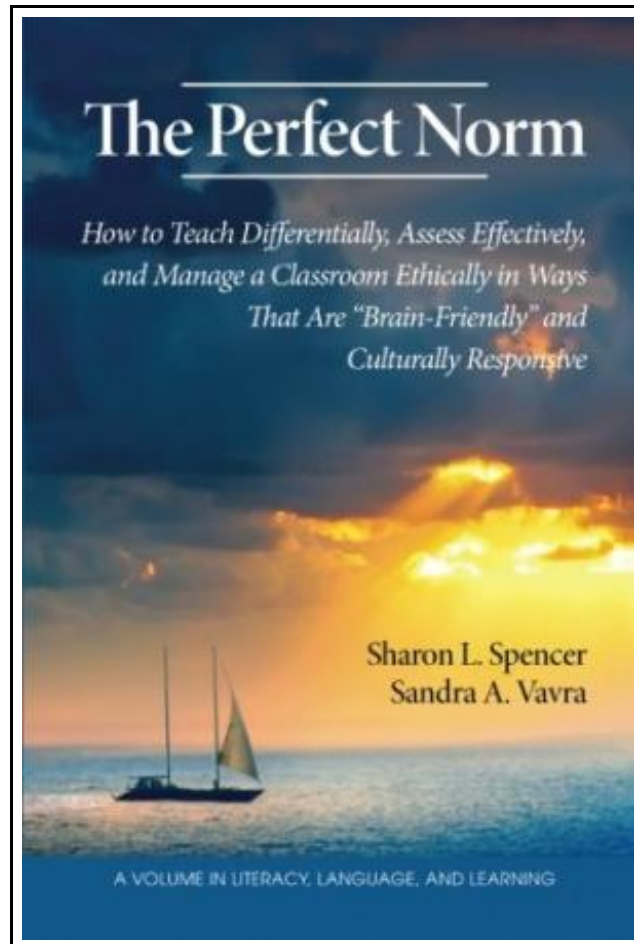


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Information Age Publishing, United States, 2009. Paperback. Book Condition: New. 229 x 155 mm. Language: English . Brand New Book ***** Print on Demand *****.A volume in Literacy, Language, and Learning Series Editor Patricia Ruggiano Schmidt, Our goal in writing this book was to validate teachers for strong efforts in their life s work. We often observe teachers frustrations with what they perceive to be a multitude of different hot topics in education that they must attend to now, but which they expect to come and go, like the last hot topics. So, we wanted to help readers see similarities between many of these hot topics -differentiation, multiple intelligences, culturally responsive teaching, brain-friendly strategies, authentic assessment, and ethical classroom management- which we feel are not flashes in the pan. And we trust that serious practitioners will not oversimplify the findings of neuroscientists and their application to education. Reading studies and books by scientists, a number of which are user-friendly, can help ensure that teachers separate the hype from credible information. We have seen this professionally judicious approach in the work of graduate students (Kolinski, 2007) in adopting brain-friendly strategies. We have intentionally packed both theoretical/research-based and practical information in this book because professional educators want to know why they should use certain approaches, models, and strategies. In turn, as professionals, we should be able to explain why we teach the way we do-not to justify, but to educate others about our knowledge-based, reflective, decision-making processes and the impact on student learning. Thus, it is important to read Chapter 1 because it lays a foundation. Each succeeding chapter (2-6) has unique and compelling twists and turns-chock full of ideas to use or to adapt. It is possible to gain lots of ideas, processes, and strategies from reading and implementing (or adapting)...



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