

## By Daniel T Willingham Why Dont Students Like School A Cognitive Scientist Answers Questions About How The Mind Works And 1st Edition

Teens talk to adults about how they develop motivation and mastery Through the voices of students themselves, *Fires in the Mind* brings a game-changing question to teachers of adolescents: What does it take to get really good at something? Starting with what they already know and do well, teenagers from widely diverse backgrounds join a cutting-edge dialogue with adults about the development of mastery in and out of school. Their insights frame motivation, practice, and academic challenge in a new light that galvanizes more powerful learning for all. To put these students' ideas into practice, the book also includes practical tips for educators. Breaks new ground by bringing youth voices to a timely topic-motivation and mastery Includes worksheets, tips, and discussion guides that help put the book's ideas into practice Author has 18 previous books on adolescent learning and has written for the *New York Times Magazine*, *Educational Leadership*, and *American Educator* From the acclaimed author of *Fires in the Bathroom*, this is the next-step book that pushes the conversation to next level, as teenagers tackle the pressing challenges of motivation and mastery.

*A Map to the Magic of Reading* Stop for a moment and wonder: what's happening in your brain right now—as you read this paragraph? How much do you know about the innumerable and amazing connections that your mind is making as you, in a flash, make sense of this request? Why does it matter? *The Reading Mind* is a brilliant, beautifully crafted, and accessible exploration of arguably life's most important skill: reading. Daniel T. Willingham, the bestselling author of *Why Don't Students Like School?*, offers a perspective that is rooted in contemporary cognitive research. He deftly describes the incredibly complex and nearly instantaneous series of events that occur from the moment a child sees a single letter to the time they finish reading. *The Reading Mind* explains the fascinating journey from seeing letters, then words, sentences, and so on, with the author highlighting each step along the way. This resource covers every aspect of reading, starting with two fundamental processes: reading by sight and reading by sound. It also addresses reading comprehension at all levels, from reading for understanding at early levels to inferring deeper meaning from texts and novels in high school. The author also considers the undeniable connection between reading and writing, as well as the important role of motivation as it relates to reading. Finally, as a cutting-edge researcher, Willingham tackles the intersection of our rapidly changing technology and its effects on learning to read and reading. Every teacher, reading specialist, literacy coach, and school administrator will find this book invaluable. Understanding the fascinating science behind the magic of reading is essential for every educator. Indeed, every "reader" will be captivated by the dynamic but invisible workings of their own minds.

What is it that enables students to learn from some classroom activities, yet leaves them totally confused by others? Although we can't see directly into students' minds, we do have Cognitive Load Theory, and this is the next best thing. Built on the foundation of all learning, the human memory system, Cognitive Load Theory details the exact actions that teachers can take to maximise student outcomes. Written under the guidance, and thoroughly reviewed by the originator of CLT, John Sweller, this practical guide summarises over 30 years of research in this field into clear and easily understandable terms. This book features both a thorough discussion of the core principles of CLT and a wide array of classroom-ready strategies to apply it to art, music, history, chemistry, PE, mathematics, computer science, economics, biology, and more.

Jackie Beere's *Independent Thinking on Teaching and Learning: Developing independence and resilience in all teachers and learners* is a practical guide full of educational wisdom to help teachers make a genuine difference to the lives of every young person in their classroom. Foreword by Ian Gilbert. All the evidence shows that the most valuable asset in any classroom is the teacher at the front. No matter what changes are made to systems or to the curriculum, one certainty remains: children will be helped or hindered in their learning, job prospects, life chances and, indeed, happiness by the teachers they come across during their time in the education system. In this all-encompassing book on teaching and learning, Independent Thinking Associate Jackie Beere draws on her many years' experience as a teaching assistant, primary teacher and secondary head teacher to re-energise every teacher's passion for their profession. She champions both children and teachers as learners, and together with expert advice on how to instil the habits of independent learning in all pupils shares great practice that delivers outstanding outcomes for all educators. Jackie encourages teachers to embrace challenge and change, and suggests ways in which they can provide a model for their pupils when it comes to developing independence and resilience. She also offers expert guidance on how teachers can build rapport with their students and cultivate with them a sense of co-ownership of their learning journey so that they work hard, value their learning and fulfil their potential. Essential reading for all teachers and school leaders who wish to make an impact on the teaching and learning in their school. *Independent Thinking on Teaching and Learning* contains some material previously published in *The Perfect Lesson* (ISBN 978-178135244-1) and *The (Practically) Perfect Teacher* (ISBN 978-178135252-6), and is one of a number of books in the *Independent Thinking On* series from the award-winning Independent Thinking Press.

"With this book you'll learn how memory and attention work, and how to put these insights into practice for the most effective and efficient studying. You'll also find research-based answers to questions such as what a study environment should look like, what you need to be doing in class and during study sessions, and how long and how often you should be studying for maximum results."--Back cover.

*Making Every English Lesson Count: Six Principles to Support Great Reading and Writing* goes in search of answers to the fundamental question that all English teachers must ask: 'What can I do to help my students to become confident and competent readers and writers?' Writing in the practical, engaging style of the award-winning *Making Every*

Lesson Count, Andy Tharby returns with an offering of gimmick-free advice that combines the time-honoured wisdom of excellent English teachers with the most useful evidence from cognitive science. The book is underpinned by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and provides simple, realistic classroom strategies to bring the teaching of conceptual knowledge, vocabulary and challenging literature to the foreground. It also points a sceptical finger at the fashions and myths that have pervaded English teaching over the past decade or so such as the idea that English is a skills-based subject and the belief that students can make huge progress in a single lesson. Instead, Andy advocates an approach of artful repetition and consolidation and shows you how to help your students develop their reading and writing proficiency over time. Making Every English Lesson Count is for new and experienced English teachers alike. It does not pretend to be a magic bullet. It does not claim to have all the answers. Rather the aim of the book is to provide effective strategies designed to help you to bring the six principles to life, with each chapter concluding in a series of questions to inspire reflective thought and help you relate the content to your classroom practice. In an age of educational quick fixes, GCSE reform and ever-moving goalposts, this precise and timely addition to the Making Every Lesson Count series provides practical solutions to perennial problems and inspires a rich, challenging and evidence-informed approach to English teaching. Suitable for English teachers of students aged 11 to 16 years

It's time for the educational slugfest to stop. 'Traditional' and 'progressive' education are both caricatures, and bashing cartoon images of each other is unprofitable and unedifying. The search for a new model of education – one that is genuinely empowering for all young people – is serious and necessary. Some good progress has already been made, but teachers and school leaders are being held back by specious beliefs, false oppositions and the limited thinking of orthodoxy. Drawing on recent experience in England, North America and Australasia, but applicable round the world, *The Future of Teaching* clears away this logjam of bad science and slack thinking and frees up the stream of much-needed innovation. This timely book aims to banish arguments based on false claims about the brain and poor understanding of cognitive science, reclaim the nuanced middle ground of teaching that develops both rigorous knowledge and 'character', and lay the foundations for a 21st-century education worthy of the name.

Educating for citizenship was the original mission of American schools, but for decades that knowledge—also known as civics education—has been in decline, as schools have shifted focus to college and career, STEM, and raising reading and math scores. But over the last few years, spurred on by political polarization and a steep decline in public understanding, civics education is seeing a nation-wide resurgence, as school leaders, educators, and parents recognize the urgency of teaching young people how America works—especially young people who have been marginalized from the political system. But this isn't your grandmother's civics. The "new" civics has been updated and re-tooled for the phone-addicted, multi-cultural, globalized twenty-first century kid. From combatting "fake news" with fact checking in Silicon Valley, to reviving elementary school social studies in Nashville, to learning civic activism in Oklahoma City, journalist Holly Korbey documents the grassroots revival happening across the country. Along the way, she provides an essential guidebook for educators, school leaders and caregivers of all types who want to educate a new generation of engaged citizens at a critical time in American democracy.

*Educational Psychology in Context: Readings for Future Teachers* takes an exciting new approach to educational psychology by addressing the questions that real teachers in real schools ask about real students. This book's purpose is to provide a stimulating alternative to traditional texts by helping teachers develop a strong theoretical and research-based understanding of how their students learn and develop. Unlike other texts, this book of major readings is an anthology of primary-source readings selected for students entering the teaching profession and for teachers interested in examining learning and development.

Soms zit het even tegen. Je bent de hele dag druk bezig, en toch voelt het alsof je niets voor elkaar krijgt. Je hoofd is een chaos, knopen doorhakken lukt niet. Je bent dan je belangrijkste tool vergeten: jezelf! Want hoeveel technieken en trucs je ook toepast om efficiënter, productiever en beter te worden, als je niet goed voor jezelf zorgt, lukt niets meer. Stephen Covey, van De zeven eigenschappen van effectief leiderschap, wist dit al. De zevende eigenschap, Houd de zaag scherp, gaat over zelfvernieuwing op de vier gebieden van menselijke behoeften: lichamelijk, spiritueel, geestelijk en sociaal-emotioneel. Als je tijd neemt om voor jezelf op elk van die gebieden te zorgen, vergroot je je vermogen om om te gaan met uitdagingen en tegenslagen, en zorg je voor groei en verandering in je leven.

To compete with today's increasing globalization and rapidly evolving technologies, individuals and organizations must take their ability to learn—the foundation for continuous improvement, operational excellence, and innovation—to a much higher level. In *Learn or Die*, Edward D. Hess combines recent advances in neuroscience, psychology, behavioral economics, and education with key research on high-performance businesses to create an actionable blueprint for becoming a leading-edge learning organization. *Learn or Die* examines the process of learning from an individual and an organizational standpoint. From an individual perspective, the book discusses the cognitive, emotional, motivational, attitudinal, and behavioral factors that promote better learning. Organizationally, *Learn or Die* focuses on the kinds of structures, culture, leadership, employee learning behaviors, and human resource policies that are necessary to create an environment that enables critical and innovative thinking, learning conversations, and collaboration. The volume also provides strategies to mitigate the reality that humans can be reflexive, lazy thinkers who seek confirmation of what they believe to be true and affirmation of their self-image. Exemplar learning organizations discussed include the secretive Bridgewater Associates, LP; Intuit, Inc.; United Parcel Service (UPS); W. L. Gore & Associates; and IDEO.

The untold story of the root cause of America's education crisis--and the seemingly endless cycle of multigenerational poverty. It was only after years within the education reform movement that Natalie Wexler stumbled across a hidden explanation for our country's frustrating lack of progress when it comes to providing every child with a quality education. The problem wasn't one of the usual scapegoats: lazy teachers, shoddy facilities, lack of accountability. It was something no one was talking about: the elementary school curriculum's intense focus on decontextualized reading comprehension "skills" at the expense of actual knowledge. In the tradition of Dale Russakoff's *The Prize* and Dana Goldstein's *The Teacher Wars*, Wexler brings together history, research, and compelling characters to pull back the curtain on this fundamental flaw in our education system--one that fellow reformers, journalists, and policymakers have long overlooked, and of which the general public, including many parents, remains unaware. But *The Knowledge Gap* isn't just a story of what schools have gotten so wrong--it also follows innovative educators who are in the process of shedding their deeply ingrained habits, and describes the rewards that have come along: students who are not only excited to learn but are also acquiring the knowledge and vocabulary that will enable them to succeed. If we truly want to fix our education system

and unlock the potential of our neediest children, we have no choice but to pay attention.

How parents and educators can teach kids to love reading in the digital age Everyone agrees that reading is important, but kids today tend to lose interest in reading before adolescence. In *Raising Kids Who Read*, bestselling author and psychology professor Daniel T. Willingham explains this phenomenon and provides practical solutions for engendering a love of reading that lasts into adulthood. Like Willingham's much-lauded previous work, *Why Don't Students Like School?*, this new book combines evidence-based analysis with engaging, insightful recommendations for the future. Intellectually rich argumentation is woven seamlessly with entertaining current cultural references, examples, and steps for taking action to encourage reading. The three key elements for reading enthusiasm—decoding, comprehension, and motivation—are explained in depth in *Raising Kids Who Read*. Teachers and parents alike will appreciate the practical orientation toward supporting these three elements from birth through adolescence. Most books on the topic focus on early childhood, but Willingham understands that kids' needs change as they grow older, and the science-based approach in *Raising Kids Who Read* applies to kids of all ages. A practical perspective on teaching reading from bestselling author and K-12 education expert Daniel T. Willingham Research-based, concrete suggestions to aid teachers and parents in promoting reading as a hobby Age-specific tips for developing decoding ability, comprehension, and motivation in kids from birth through adolescence Information on helping kids with dyslexia and encouraging reading in the digital age Debunking the myths about reading education, *Raising Kids Who Read* will empower you to share the joy of reading with kids from preschool through high school. Bring growth mindset strategies into the classroom with this easy-to-follow guide for teachers to empower learning through grit and resilience Created by teachers for teachers, this is the ultimate guide for unleashing students' potential through creative lessons, empowering messages and innovative teaching. The *Growth Mindset Coach* provides all you need to foster a growth mindset classroom, including: A Month-by-Month Program Research-Based Activities Hands-On Lesson Plans Real-Life Educator Stories Constructive Feedback Sample Parent Letters Studies show that growth mindsets result in higher test scores, improved grades and more in-class involvement. When your students understand that their intelligence is not limited, they succeed like never before. With the tools in this book, you can motivate your students to believe in themselves and achieve anything.

Linked to the Early Career Framework, this book provides an understanding of cognitive load theory and its application to teaching for all those training or new to the job. Cognitive science is fast becoming the cornerstone for understanding how students learn and is revolutionising the way we teach pupils at both primary and secondary levels. The techniques informed by cognitive science are evidence-based and proven to work, providing clear benefits for both the early career teacher and your pupils. This book outlines the principles of cognitive load theory and metacognition so that you can feel in control of your own learning and understand how to harness the learning of your students. It provides concise explanations and practical strategies that you can use in the classroom, enabling you to confidently plan and teach lessons with a reflective, metacognitive approach underpinned by key cognitive science principles.

In *'Making Kids Cleverer: A manifesto for closing the advantage gap'*, David Didau reignites the nature vs. nurture debate around intelligence and offers research-informed guidance on how teachers can help their students acquire a robust store of knowledge and skills that is both powerful and useful. Foreword by Paul A. Kirschner. Given the choice, who wouldn't want to be cleverer? What teacher wouldn't want this for their students, and what parent wouldn't wish it for their children? When David started researching this book, he thought the answers to the above were obvious. But it turns out that the very idea of measuring and increasing children's intelligence makes many people extremely uncomfortable: If some people were more intelligent, where would that leave those of us who weren't? The question of whether or not we can get cleverer is a crucial one. If you believe that intelligence is hereditary and environmental effects are trivial, you may be sceptical. But environment does matter, and it matters most for children from the most socially disadvantaged backgrounds those who not only have the most to gain, but who are also the ones most likely to gain from our efforts to make all kids cleverer. And one thing we can be fairly sure will raise children's intelligence is sending them to school. In this wide-ranging enquiry into psychology, sociology, philosophy and cognitive science, David argues that with greater access to culturally accumulated information taught explicitly within a knowledge-rich curriculum children are more likely to become cleverer, to think more critically and, subsequently, to live happier, healthier and more secure lives.;Furthermore, by sharing valuable insights into what children truly need to learn during their formative school years, he sets out the numerous practical ways in which policy makers and school leaders can make better choices about organising schools, and how teachers can communicate the knowledge that will make the most difference to young people as effectively and efficiently as possible. David underpins his discussion with an exploration of the evolutionary basis for learning and also untangles the forms of practice teachers should be engaging their students in to ensure that they are acquiring expertise, not just consolidating mistakes and misconceptions. There are so many competing suggestions as to how we should improve education that knowing how to act can seem an impossible challenge. Once you have absorbed the arguments in this book, however, David hopes you will find the simple question that he asks himself whenever he encounters new ideas and initiatives Will this make children cleverer? as useful as he does.;Suitable for teachers, school leaders, policy makers and anyone involved in education

In this revolutionary, comprehensive, and accessible guide on how the brain learns, discover how to study more efficiently and effectively, shrug away exam stress, and most of all, enjoy learning. When we study, we tend to focus on the tasks we can most easily control—such as highlighting and rereading—but these practices only give the illusion of mastery. As Dan Willingham, professor of psychology and bestselling author, explains, familiarity is not the same as comprehension. Perfect for teachers and students of all ages, *Outsmart Your Brain* provides real-world practices and the latest research on how to train your brain for better learning. Each chapter provides clear and specific strategies while also explaining why traditional study processes do not work. Grounded in scientifically backed practical advice, this is the ultimate guide to improving grades and better understanding the power of our own brains.

Explains foundational experiments and basic theories of cognition, and explains how they relate, in a clear, structured narrative.

The *Craft of University Teaching* makes the case for a craft perspective on university teaching. In making this case, it examines what university teaching looks like when viewed under the lens of craftwork. For undergraduate courses of beginning graduate courses in *Introductory Cognitive Psychology*. Using a unique question-and-answer format, this text comprehensively addresses many of the overarching questions that confront and motivate today's cognitive scientists. When Daniel Willingham first approached the prospect of creating his own cognitive psychology text, he did so with the knowledge that his years of teaching experience had brought him: while many texts were relatively adequate in coverage, his students never liked them. Usually underexposed to social sciences in pre-college courses, he found his students often struggled with understanding how and why cognitive psychologists approach the problems that they do. Here, by using a unique question-and-answer format, he is able to start with questions frequently asked by students, relate those to questions cognitive scientists ask in their own research, present clear answers, and frame those answers in an interesting, lively, and comprehensive coverage of the core material. Through this accessible narrative style, Willingham shows the logical connections between each section and, by means of several new pedagogical features, encourages students to apply what they have learned in their daily lives.

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If you feel a bit cross at the presumption of some oik daring to suggest everything you know about education might be wrong, please take it with a pinch of salt. What if everything you knew about education

was wrong? is just a title. Of course, you probably think a great many things that aren't wrong. The aim of the book is to help you 'murder your darlings'. David Didau will question your most deeply held assumptions about teaching and learning, expose them to the fiery eye of reason and see if they can still walk in a straight line after the experience. It seems reasonable to suggest that only if a theory or approach can withstand the fiercest scrutiny should it be encouraged in classrooms. David makes no apologies for this; why wouldn't you be sceptical of what you're told and what you think you know? As educated professionals, we ought to strive to assemble a more accurate, informed or at least considered understanding of the world around us. Here, David shares with you some tools to help you question your assumptions and assist you in picking through what you believe. He will stew findings from the shiny white laboratories of cognitive psychology, stir in a generous dash of classroom research and serve up a side order of experience and observation. Whether you spit it out or lap it up matters not. If you come out the other end having vigorously and violently disagreed with him, you'll at least have had to think hard about what you believe. The book draws on research from the field of cognitive science to expertly analyse some of the unexamined meta-beliefs in education. In Part 1; 'Why we're wrong', David dismantles what we think we know; examining cognitive traps and biases, assumptions, gut feelings and the problem of evidence. Part 2 delves deeper - 'Through the threshold' - looking at progress, liminality and threshold concepts, the science of learning, and the difference between novices and experts. In Part 3, David asks us the question 'What could we do differently?' and offers some considered insights into spacing and interleaving, the testing effect, the generation effect, reducing feedback and why difficult is desirable. While Part 4 challenges us to consider 'What else might we be getting wrong?'; cogitating formative assessment, lesson observation, grit and growth, differentiation, praise, motivation and creativity.

In this revolutionary guide to learning, Professor Dan Willingham uses fascinating brain science to help you study more efficiently and effectively, shrug away exam stress and make learning a skill you can master and enjoy. Based on the latest research, *Outsmart Your Brain* offers specific strategies for reading, listening and taking tests, covering the practical aspects like optimum note taking, how to read difficult books and good exam technique, coupled with the psychological challenges of dealing with anxiety, fighting procrastination and developing good focus. Smart, enlightening and immensely practical, this is an ideal book university students, as well as for older children, and adult learners studying for the bar, medical exams and other professional qualifications. Also useful for teachers of all ages and stages, *Outsmart Your Brain* is a handbook for successful learning, teaching you how to battle your brain's own mechanisms to study more efficiently, vastly improve your grades and make learning a genuinely fun experience.

This Value Pack consists of *Cognition: The Thinking Animal: International Edition*, 3/e by Daniel T. Willingham (ISBN 9780131789289) and *Current Directions in Cognitive Science*, 1/e from Association for Psychological Science (ISBN 9780131919914)

Never has there been a more crucial time to improve middle leadership. For many years school inspections have focused on data-driven outcomes and the role of senior leaders in driving school improvement; recently, however, the focus has shifted to curriculum and middle leadership. This has left middle leaders under increased pressure to be able to justify their actions and decisions. Instead of relying on generic leadership theories, *Middle Leadership Mastery* collates perspectives from psychology, sociology, cognitive science and Silicon Valley CEOs to share evidence-informed guidance on a wide range of topics - from designing a curriculum and quality assuring teaching to supporting staff and students in crisis and managing well-being. Adam Robbins draws on his 16 years' experience of teaching in a deprived area to illustrate his points with stories and anecdotes from the front line, demonstrating how middle leaders can better understand their context and deliver the best outcomes from a variety of starting points.

In the past schools have labelled the most able students in a class or year group as 'gifted and talented'. While segregating these students may help them to achieve their academic potential, there is little benefit in this practice for their 'less able' classmates. Even less so for those who are left in the middle space, identified as neither highly academic nor severely struggling. The Stretch and Challenge model focuses on setting high expectations for all students, regardless of their ability. Encouraging all children to meet universally high targets introduces flexibility between, otherwise rigid, ability groups, and gives children greater opportunities to exceed. Split into two parts, *Stretch and Challenge* focuses on different ways of thinking about and implementing this model in school. Debbie Light begins by helping teachers to create a culture of high expectations in their classroom by setting challenging learning objectives, creating opportunities for students to develop independence and supporting students, as they become resilient learners. The second half of the book advises teachers how to create an inclusive learning environment where all children feel challenged by encouraging teacher questioning, designing tasks, grouping students and effectively using teaching assistants. Filled with honest, experienced and undeniably helpful advice, Debbie Light's *Stretch and Challenge* is a must have guide for all teachers who want to collectively maximise their students' learning and achievement. The book provides a set of ready-to-use training plans to help you train your colleagues and is accompanied by PowerPoint slides available to download online for free. It offers 19 hours of CPD, equating to a cost of just £1.20 per hour of training!

Bel Kaufman's klassieker 'De aftrap op', nu opnieuw uitgebracht. Vers van de lerarenopleiding belandt Sylvia Barrett op een middelbare school in New York, popelend om jonge mensen liefde voor literatuur bij te brengen. In plaats daarvan krijgt ze te maken met een vervallen klaslokaal, een verstikkende bureaucratie en leerlingen zonder enige belangstelling voor Chaucer. Ondanks alle hobbels blijkt het lesgeven een dankbare reis, die wordt verteld aan de hand van een bonte verzameling correspondentie – administratieve memo's in strenge maar onbegrijpelijke taal, stiekeme briefjes met wijze woorden van docenten onderling, verlofbriefjes en opstellen waarin leerlingen onbewust recht uit het hart spreken. 'De aftrap op' was bij publicatie in 1964 onmiddellijk een bestseller en is vandaag de dag nog even schrijnend, aangrijpend, hilarisch en relevant. Het is een tijdloos portret van een bedreigd schoolsysteem dat alleen gered wordt door docenten met hart voor het vak en leerlingen die maar één ding willen: gezien worden.

Foreword by David Didau. Samuel Elliott has been the pupil from hell. He knows what he needed from his teachers in order to turn his life around - and in this book he shares that knowledge with hard-pressed colleagues who just want to do their best for their pupils. In *ASBO Teacher* Samuel offers no-nonsense principles hewn from the chalkface of the modern British classroom: ideas and approaches that have worked for the author in the most challenging settings and with the most testing pupils. Covering a range of issues

spanning behaviour management, lesson structure, resource preparation and narratives in the classroom, the book is a blueprint for becoming a particular kind of teacher - one who has high expectations, a concern for pupil well-being, and a knack for ushering learners into more effective learning.

Research-based insights and practical advice about effective learning strategies In this new edition of the highly regarded Why Don't Students Like School? cognitive psychologist Daniel Willingham turns his research on the biological and cognitive basis of learning into workable teaching techniques. This book will help you improve your teaching practice by explaining how you and your students think and learn. It reveals the importance of story, emotion, memory, context, and routine in building knowledge and creating lasting learning experiences. With a treasure trove of updated material, this edition draws its themes from the most frequently asked questions in Willingham's "Ask the Cognitive Scientist" column in the American Educator. How can you teach students the skills they need when standardized testing just requires facts? Why do students remember everything on TV, but forget everything you say? How can you adjust your teaching for different learning styles? Read this book for the answers to these questions and for practical advice on helping your learners learn better. Discover easy-to-understand, evidence-based principles with clear applications for the classroom Update yourself on the latest cognitive science research and new, teacher-tested pedagogical tools Learn about Willingham's surprising findings, such as that you cannot develop "thinking skills" without facts Understand the brain's workings to help you hone your teaching skills Why Students Don't Like School is a valuable resource for both veteran and novice teachers, teachers-in-training, and for the principals, administrators, and staff development professionals who work with them.

For the last eight years, James and Kate have been working together to design, implement and evaluate a whole-school, evidence-informed approach to teaching and learning known as Learning Skills. An eight-year study with the University of Cambridge revealed that Learning Skills led to significant gains in subject learning, with rapid gains among students from disadvantaged backgrounds. In this practical guide for teachers and school leaders, James and Kate reveal a recipe for success rooted in three key concepts: metacognition (reflecting on learning); self-regulation (taking ownership over the learning process); and oracy (developing high-quality speaking and listening skills). This is a book about what happened when a small team of teachers seized an opportunity to provide their students with the knowledge, the skills and the confidence to take control of their own learning. This journey began with a question: how and what would we teach, if there was no one watching? On the other side of fear is the teacher you want to be, and the children you'd like to teach...

For centuries, experts have argued that learning was about memorizing information: You're supposed to study facts, dates, and details; burn them into your memory; and then apply that knowledge at opportune times. But this approach to learning isn't nearly enough for the world that we live in today, and in Learn Better journalist and education researcher Ulrich Boser demonstrates that how we learn can matter just as much as what we learn. In this brilliantly researched book, Boser maps out the new science of learning, showing how simple techniques like comprehension check-ins and making material personally relatable can help people gain expertise in dramatically better ways. He covers six key steps to help you "learn how to learn," all illuminated with fascinating stories like how Jackson Pollock developed his unique painting style and why an ancient Japanese counting device allows kids to do math at superhuman speeds. Boser's witty, engaging writing makes this book feel like a guilty pleasure, not homework. Learn Better will revolutionize the way students and society alike approach learning and makes the case that being smart is not an innate ability—learning is a skill everyone can master. With Boser as your guide, you will be able to fully capitalize on your brain's remarkable ability to gain new skills and open up a whole new world of possibilities.

This highly readable book offers comprehensive coverage of classic cognitive psychology and up45to45the45minute coverage of controversies in the field in an interesting, lively manner that assumes no prior knowledge of cognitive psychology. The Approach of Cognitive Psychology. Visual Perception. Attention. Sensory Memory and Primary Memory. Memory Encoding, Retrieval, and Storage. Visual Imagery. Motor Control. Decision Making and Deductive Reasoning. Problem Solving. Language. For anyone interested in introductory cognitive psychology.

In Making Every Maths Lesson Count: Six principles to support great maths teaching, experienced maths teacher and lecturer Emma McCrea takes away the guesswork as she sums up the key components of effective maths teaching. Maths classrooms are incredibly complex places. At any given time, the factors influencing the effectiveness of your teaching are boundless and this can lead to relying on intuition as to what might work best. This book aims to signpost a route through this complexity. Writing in the practical, engaging style of the award-winning Making Every Lesson Count, Emma McCrea helps teachers to move beyond trial and error by sharing evidence-informed tips and suggestions on how they can nudge the impact of their teaching in the right direction. Making Every Maths Lesson Count is underpinned by six pedagogical principles challenge, explanation, modelling, practice, feedback and questioning and presents 52 high-impact strategies designed to streamline teacher workload and ramp up the level of challenge in the maths classroom. The book draws out the key findings from the latest research on memory, learning and motivation and each chapter features numerous worked examples to demonstrate the theory in action, together with a concluding series of questions that will help maths practitioners relate the content to their own classroom practice. Furthermore, Emma's writing offers clarity around the language of maths teaching and learning, and also delves into the finer points of how to identify and address any misconceptions that students may hold. Written for new and experienced practitioners alike, this gimmick-free guide provides sensible solutions to perennial problems and inspires a rich, challenging and evidence-based approach to the teaching of maths. Suitable for maths teachers of students aged 11 to 18 years, and for primary school maths specialists.

Marking and feedback forms a crucial part of every teachers' daily routine, but it is also a core focus area for CPD, which is closely assessed by Ofsted. This book will enable you to assess specific areas where you could improve your own practice and will also enable you to train your colleagues in this essential area too. Sarah Findlater begins with an overview of the main marking and feedback approaches so that you can really get to grips with the theory behind different methods, before moving on to practical ideas that you can use in the classroom. In addition to these short-term strategies, the book contains suggested evaluation techniques and questionnaires to support long-term development and progression of practice. The book provides a set of ready-to-use training plans and is accompanied by PowerPoint

slides available to download online for free. It offers around 16 hours of CPD, equating to a cost of just £1.45 per hour of training!

Clear, easy principles to spot what's nonsense and what's reliable Each year, teachers, administrators, and parents face a barrage of new education software, games, workbooks, and professional development programs purporting to be "based on the latest research." While some of these products are rooted in solid science, the research behind many others is grossly exaggerated. This new book, written by a top thought leader, helps everyday teachers, administrators, and family members—who don't have years of statistics courses under their belts—separate the wheat from the chaff and determine which new educational approaches are scientifically supported and worth adopting. Author's first book, *Why Don't Students Like School?*, catapulted him to superstar status in the field of education Willingham's work has been hailed as "brilliant analysis" by *The Wall Street Journal* and "a triumph" by *The Washington Post* Author blogs for *The Washington Post* and *Brittanica.com*, and writes a column for *American Educator* In this insightful book, thought leader and bestselling author Dan Willingham offers an easy, reliable way to discern which programs are scientifically supported and which are the equivalent of "educational snake oil."

This hands-on book offers teachers a much-needed resource that will help maximize learning for English Language Learners (ELLs). *How to Teach English Language Learners* draws on two wide-ranging teacher quality studies and profiles eight educators who have achieved exceptional results with their ELL students. Through highly readable portraits, the authors take readers into these teachers' classrooms, illustrating richly what it is they do differently that yields such great results from English learners. Because most teachers profiled work within a three-tiered Response-to-Intervention framework, the book shows how to implement RTI effectively with ELLs—from providing general reading instruction for the entire classroom to targeted interventions with struggling students. Written by noted ELL educators Diane Haager, Janette K. Klingner, and Terese Aceves, *How to Teach English Language Learners* is filled with inspiring success stories, teaching tips, activities, discussion questions, and reflections from these outstanding teachers.

This book is a straightforward and entertaining primer on college teaching. It discusses the nitty-gritty aspects of teaching while providing readers with a synoptic but concise explanation of the principles of the art. It also offers a viable alternative to the books on teaching currently available or in print. That alternative is the classic texts on education and pedagogy. These books are essential, the author argues, because they show teachers how to apply the principles of teaching while fostering the aims of liberal education at the same time. These books also help them pose the fundamental questions about education that all teachers should be asking. Aimed primarily at graduate students and new college professors, this book is a useful and practical guide for those who are passionate about teaching but feel unprepared to teach, unsure of what to expect in the classroom, and stifled in the current academic climate. It will likewise appeal to high school teachers and veteran college professors who are disenchanted and seek some way to break free from their malaise. It is intentionally short, little, "skinny," so that it can be read through quickly and so that readers can peruse the chapters and mull over the topics at their leisure. Above all else, this book will introduce a new generation of readers to some of the great masters who can reveal the timeless truths—and yes, even the magic—behind the art.

*Education Is Upside Down* cuts through adjustments being made at technical levels of educational practice and accountability, challenging ideals and philosophies that have powered American Education for most of the last century. This book explains how and why long-standing approaches generate flawed instructional practices, flawed systemic reform efforts, and a fundamental misalignment between the educational institution and the society it is missioned to serve. *Education Is Upside Down* urges readers wishing to improve American Education to more carefully consider the institution's central mission, challenge long-accepted truths of practice, and question current reform efforts and actions. In full, *Education Is Upside Down* resists the practitioner-vs.-reformer blame game, seeking ultimately to carefully untangle—not tighten by yanking on any single strand—the long-complicated knot of American Education.

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