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Alter, zeitlicher Dauer
und

Einsatzmöglichkeiten
versehen. Hier finden
Anfänger wie
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einen

abwechslungsreichen
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educational climate of
budget shortages, rigid
testing standards, and
diminishing autonomy

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in the classroom, how can teachers bring creativity and passion back into their work?

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offers educators struggling with these issues and feeling burnt out a way to hit the reset button and reconnect with what energizes them about teaching. CJ Reynolds, well-known to the 45,000 subscribers

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it down! --HAMISH
BREWER, AUTHOR
OF RELENTLESS
Teach Your Class Off is
like no other book
you've ever read, and I
guarantee you're going
to learn new strategies,
laugh, and probably
even cry at some of the
stories. Ten thumbs up!
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AUTHOR, SPEAKER,

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CONSULTANT There are two types of teachers: those who simply transmit information and those who facilitate transformation. CJ Reynolds is the latter. He understands the importance of reaching the mind through the heart.--DR. DHARIUS DANIELS, AUTHOR OF RELATIONAL

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INTELLIGENCE,
LEAD PASTOR,
CHANGE CHURCH

Das Ökumenische
Arbeitsbuch
Religionspädagogik
vermittelt
Lehramtsstudierenden
in Aus- und
Weiterbildung
schulform- und
schulstufenübergreifend
elementares fachliches

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Grundwissen. In
eigenständig lesbaren
Kapiteln entfalten
evangelische und
katholische AutorInnen
Grundfragen der
aktuellen
religionspädagogischen
und fachdidaktischen
Diskussion mit
Empfehlungen zum
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umfassende Geschichte
der Pädagogik wird
ausgebreitet, wobei der
Schwerpunkt auf dem
modernen Verständnis
von
Erziehungswissenschaft
liegt. Dementsprechend
orientiert sich das
Lehrbuch am
Kerncurriculum
Erziehungswissenschaft,
wie es den meisten
Studiengängen im

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Bereich der
Erziehungswissenschaft
an dt. Hochschulen
zugrunde liegt. Es
werden die
Grundbegriffe der
Erziehungswissenschaft
ebenso behandelt wie
ihre wissenschaftstheoret
ischen und
forschungsmethodischen
Grundlagen. Bei all dem
soll der Spaß beim
Lesen nicht zu kurz

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kommen: Comics und
Cartoons, kluge
Sprüche aus dem
Nähe stchen und
Spiele sorgen für eine
unterhaltsame
Auseinandersetzung mit
pädagogischen
Fragestellungen und
Problemen.

This book provides an
introduction to central
areas of English

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linguistics. The book consists of six large sections: language and linguistics - sounds - words - sentences - utterances - applied linguistics. Each of these sections is subdivided into a number of chapters, some of which address beginners, some of which are intended for more advanced students. The book is

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written from a foreign student's perspective of the English language, i.e. aspects relevant to foreign language teaching and didactics are especially focussed on. The book also provides basic facts concerning the history of the language and differences between British and American English. The main idea

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is to demonstrate that usually in linguistics there is not just one way of describing certain facts. This is why each section contains a chapter written for beginners providing a broad outline of the area and introducing the basic terminology for each field. The other chapters in each section highlight certain

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linguistic facts in more detail and give an idea of how particular theories account for them. The book can thus be used from the first semester onwards but is also intended to serve as an important study aid for final B.A.-examinations.

Key features
comprehensive
introduction to the

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fundamentals of English
linguistics highly
accessible through a
strongly didactic, reader-
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Literatures bietet
kompaktes Basiswissen
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lyrischer, narrativer und
dramatischer Texte -
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Referate, Hausarbeiten
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Band ist in englischer
Sprache verfasst und auf
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deutschsprachigen
Raum zugeschnitten. Er
ist sowohl als Grundlage
f ü r Einf ü hrungskurse
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Literaturwissenschaft als
auch zum Selbststudium
geeignet. "Das Buch ist
uneingeschränkt
empfehlenswert." Der
fremdsprachliche
Unterricht Englisch

This volume presents a
mix of translations of
classical and modern
papers from the
German Didaktik
tradition, newly

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prepared essays by German scholars and practitioners writing from within the tradition, and interpretive essays by U.S. scholars. It brings this tradition, which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum theory

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entered Germany--and
which is now
experiencing a
renaissance--to the
English-speaking world,
where it has been
essentially unknown.

The intent is to capture
in one volume the core
(at least) of the tradition
of Didaktik and to
communicate its
potential relevance to
English-language

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curricularists and
teacher educators. It
introduces a theoretical
tradition which,
although very different
in almost every respect
from those we know,
offers a set of
approaches that suggest
ways of thinking about
problems of reflection
on curricular and
teaching praxis (the core
focus of the tradition)

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which the editors believe are accessible to North American readers--with appropriate

"translation." These ways of thinking and related praxis are very relevant to notions such as reflective teaching and the discourse on teachers as professionals. By raising the possibility that the "new" tradition of

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Didaktik can be highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse--and for exploring the implications of these ideas for both teacher education and for a curriculum theory appropriate to these new contexts for

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theorizing, this book opens up a gold mine of theoretical and practical possibilities.

Many teens today who use the Internet are actively involved in participatory cultures—joining online communities (Facebook, message boards, game clans), producing creative work in new

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forms (digital sampling, modding, fan videomaking, fan fiction), working in teams to complete tasks and develop new knowledge (as in Wikipedia), and shaping the flow of media (as in blogging or podcasting). A growing body of scholarship suggests potential benefits of these activities,

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including opportunities for peer-to-peer learning, development of skills useful in the modern workplace, and a more empowered conception of citizenship. Some argue that young people pick up these key skills and competencies on their own by interacting with popular culture; but the problems of unequal

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access, lack of media transparency, and the breakdown of traditional forms of socialization and professional training suggest a role for policy and pedagogical intervention. This report aims to shift the conversation about the "digital divide" from questions about access to technology to

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questions about access to opportunities for involvement in participatory culture and how to provide all young people with the chance to develop the cultural competencies and social skills needed. Fostering these skills, the authors argue, requires a systemic approach to media education; schools, afterschool

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programs, and parents
all have distinctive roles
to play. The John D.
and Catherine T.

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