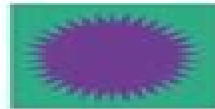


**DISCOURSE, LEARNING,  
AND SCHOOLING**



EDITED BY

**DEBORAH HICKS**

# Discourse Learning And Schooling

**Donald Arnstine**



## **Discourse Learning And Schooling:**

**Discourse, Learning, and Schooling** Deborah Hicks, 2008-12-11 Discourse Learning and Schooling explores theoretical and methodological relationships between childrens discourse or socially used language and their learning in educational settings Authors in this volume address a range of issues including literacy authorship the construction of self and classroom interaction The chapters range from research studies of classroom discourse to essays reflecting on discourse and literacies Collectively these chapters reflect both sociocognitive perspectives on relations among discourse learning and schooling and sociocultural perspectives on discourse and literacies among diverse cultural groups **School Discourse** Frances

Christie, Beverly Derewianka, 2010-09-17 **Classroom Discourse** Courtney B. Cazden, 2001 When Courtney Cazden wrote Classroom Discourse she provided such a cogent picture of what the research tells us about classroom language that the book quickly became a classic and shaped an entire field of study Although other books since have addressed classroom language none has matched Cazden s scope and vision Now thirteen years later we ve witnessed such significant changes in social and intellectual life that the subject of classroom discourse is more important than ever So Cazden has revisited her classic text and integrated current perspectives and research New features include a new rationale for the importance of student teacher talk the importance of oral as well as written communication skills in today s occupations and current conceptions of knowledge and the way it is acquired rich new examples of talk in K 12 classrooms math as well as language arts with transcriptions and analyses new findings from teacher researchers as well as university researchers new emphasis on achieving greater equity in what students learn new material on the kind of interactions computers offer new section on learning new forms of discourse as a significant educational goal for all students Readers will emerge from the book with a better understanding of the significance of quality teacher student talk and some of the most important research and researchers **Learning Discourses and the Discourses of Learning** Helen Marriott, Tim Moore, Robyn

Spence-Brown, 2007 Summary Learning Discourses and the Discourses of Learning is an edited collection of papers exploring issues of teaching and learning in academic settings The key theme of the volume is discourses especially as these relate to institutional policies disciplinary practices and students processes of learning in the academy Particular attention is paid to the experiences of second language students studying at Australian universities as well as those learning foreign languages in Australia Employing a variety of methodologies and theoretical perspectives the papers in Learning Discourses are unified by a focus on rich and socially situated empirical data The book addresses issues highly pertinent to the dynamic character of contemporary higher education in Australia one dominated by trends towards the internationalisation and professionalisation of university programs and the growing intercultural nature of social and academic interactions Part one covers issues of discourse and change exploring processes of discourse acquisition and production in a range of disciplinary contexts along with the nexus between academic and professional discourses Part two deals with broader issues of the participation and

socialisation of students in second language use situations ranging from macro social planning and policy issues to the micro interpersonal level Part three looks at the social mediation of foreign language learning covering a range of tertiary and secondary settings in Australia and has a particular focus on Japanese as a foreign language Publisher description *An Introduction to Critical Discourse Analysis in Education* Rebecca Rogers, 2011-04-06 Accessible yet theoretically rich this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research The book invites readers to consider the theories and methods of three major traditions in critical discourse studies discourse analysis critical discourse analysis and multimodal discourse analysis through the empirical work of leading scholars in the field Beyond providing a useful overview it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change Detailed analytic procedures are included to demystify the process of conducting CDA to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts and to encourage researchers to build on the scholarship in critical discourse studies This edition features a new structure a touchstone chapter in each section by a recognized expert Gee Fairclough Kress and a stronger international focus on both theories and methods NEW Companion Website with Chapter Extensions Interviews Bibliographies and Resources for Teaching Critical Discourse Analysis *Using Discourse Analysis to Improve Classroom Interaction* Lesley A. Rex, Laura Schiller, 2010-04-26 This accessible how to text is about classroom interaction how to study it and how to use that knowledge to improve teaching and learning Actually showing what critical constructionist sociocultural perspectives on teaching learning and schooling are and what they can do it makes discourse analysis understandable and useful to teachers and other nonlinguists Using Discourse Analysis to Improve Classroom Interaction offers teachers the powerful tools of discourse analysis as a way of understanding the complex dynamics of human interaction that constitute effective equitable teaching and learning guides readers step by step through how to build their interactional awareness to improve their teaching includes Try It Out exercises to engage readers in learning how to respond to the social dynamics of their classrooms for the purpose of improving classroom interaction Proceeding from simple illustrations to more complex layering of analytical concepts short segments of talk transcribed to highlight important points are used to explain and illustrate the concepts By the time readers get to the complicated issues addressed in this text they are ready to deal with some of teaching s toughest challenges and have the tools to build positive relationships among their students so that all can participate equally in the classroom Philosophy of Education: Learning and Schooling Donald Arnstine, 1967 Learning to Teach Citizenship in the Secondary School Liam Gearon, 2014-11-26 Praise for previous editions A comprehensive and illuminating resource on both citizenship and citizenship education David Hicks Times Educational Supplement What is the role of citizenship How can it be taught effectively Learning to Teach Citizenship in the Secondary School is an essential resource for students training to teach citizenship in the secondary school as well as

teachers of citizenship looking for fresh ideas and guidance Written by leading experts in the field the book is underpinned by the latest research and theory and explores a variety of inspirational approaches to teaching and learning in a subject which provides a critical underpinning to the whole school curriculum This new third edition has been comprehensively updated and restructured to emphasise the role of citizenship across the curriculum exploring a wider range of subjects including geography modern foreign languages mathematics and science Key topics include historical origins and contemporary contexts developing subject knowledge and skills of enquiry effective lesson plans schemes of work and assessment citizenship beyond the classroom community based work and learning outdoors citizenship across the curriculum English drama and media history geography and religious education modern foreign languages mathematics and science and RE research in citizenship Including key objectives and chapter summaries together with carefully developed tasks to support your own professional development Learning to Teach Citizenship in the Secondary School is designed to develop theoretically informed good practice in citizenship education It is a source of support guidance and creative ideas for all training citizenship teachers and those teaching the subject as non specialists and offers specialists new insight into this crucial subject

Discourse Strategies for Science Teaching and Learning Kok-Sing Tang, 2020-10-28 This engaging and practical volume looks at discourse strategies and how they can be used to facilitate and enhance science teaching and learning within the classroom context offering a synthesis of research on classroom discourse in science education as well as practical discourse strategies that can be applied to the classroom Focusing on the connection between research and practice this comprehensive guide unpacks and illustrates key concepts on the role of discourse in students thinking and learning based on empirical analysis of real conversations in a number of science classrooms Using real life classroom examples to extend the scope of research into science classroom discourse begun during the 1990s Kok Sing Tang offers original discourse strategies as explicit methods of using discourse to engage in meaning making and work towards a specific instructional goal This volume covers new and informative topics including how to use discourse to Establish classroom activity and interaction Build and assess scientific content knowledge Organize and evaluate scientific narrative Enact scientific practices Coordinate the use of multimodal representations Building on more than ten years of research on classroom discourse Discourse Strategies for Science Teaching and Learning is an ideal text for science teacher educators pre service science teachers scholars and researchers

**Critical Discourses on Teacher Development** John Smyth, 1995 The central thesis of this book is that reclaiming teaching depends upon reclaiming the language within which dialogue about schooling can occur The contributors provide both a rationale and some pointers on how this process might proceed in this respect this is an important book at a critical period in the history of schools

Learning and Instruction , 2001

**Encyclopedia of Language and Education** Stephen May, Stanton Wortham, Deoksoon Kim, 2017-03-15 In this third fully revised edition the 10 volume Encyclopedia of Language and Education offers the newest developments including an entirely

new volume of research and scholarly content essential to the field of language teaching and learning in the age of globalization In the selection of topics and contributors the Encyclopedia reflects the depth of disciplinary knowledge breadth of interdisciplinary perspective and diversity of socio geographic experience in the language and education field Throughout there is an inclusion of contributions from non English speaking and non western parts of the world providing truly global coverage Furthermore the authors have sought to integrate these voices fully into the whole rather than as special cases or international perspectives in separate sections The Encyclopedia is a necessary reference set for every university and college library in the world that serves a faculty or school of education as well as being highly relevant to the fields of applied and socio linguistics The publication of this work charts the further deepening and broadening of the field of language and education since the publication of the first edition of the Encyclopedia in 1997 and the second edition in 2008

*Learning Discourse* C. Kieran,Ellice Ann Forman,Anna Sfard,2007-05-08 The authors of this volume claim that mathematics can be usefully re conceptualized as a special form of communication As a result the familiar discussion of mental schemes misconceptions and cognitive conflict is transformed into a consideration of activity patterns of interaction and communication failure By equating thinking with communicating the discursive approach also deconstructs the problematic dichotomy between individual and social research perspectives Although each author applies his or her own analyses to the discourse generated by students and teachers grappling with mathematical problems their joint aim is to put discursive research into the limelight and to spur thinking about its nature and its possible advantages and pitfalls This volume is therefore addressed both to those interested in specific questions regarding classroom communication and to those who are looking for a general conceptual lens with which to tackle the complexity of mathematical teaching and learning

### **Individual, School, and National Factors Impacting Teachers' Workplace Learning** Elena

Jurasaite-O'Keefe,2021-07-15 By drawing on observation and detailed discourse analysis from interviews with teachers in Lithuanian and North American schools this text identifies individual school specific and national factors which impact teachers informal professional learning Addressing multiple layers of teacher learning this text illustrates how factors including socio economic status individual learning style cultural attitudes to education and political histories support or impede workplace learning Drawing on three fields of research teacher education cultural anthropology and comparative international the book posits teacher learning as a multidimensional socio cultural process Finally combining a typology of informal learners with other policy driven factors the text indicates how practices at school district and national levels might stimulate workplace learning Offering methodological innovations including unique research design and creative ways of using discourse analysis this book will be of particular use to researchers and doctoral students in education organizational and educational psychology cultural anthropology management and beyond *The Routledge International Handbook of Learning* Peter Jarvis,Mary H. Watts,2012 As our understanding of learning focuses on the whole person rather than

individual aspects of learning so the process of learning is beginning to be studied from a wide variety of perspectives and disciplines This handbook presents a comprehensive overview of the contemporary research into learning it brings together a diverse range of specialities with chapters written by leading scholars throughout the world from a wide variety of different approaches The International Handbook of Learning captures the complexities of the learning process in seven major parts Its 54 chapters are sub divided in seven parts Learning and the person senses cognitions emotions personality traits and learning styles Learning across the lifespan Life wide learning Learning across the disciplines covering everything from anthropology to neuroscience Meaning systemse tm interpretation Learning and disability Historical and contemporary learning theorists Written by international experts this book is the first comprehensive multi disciplinary analysis of learning packing a diverse collection of research into one accessible volume *Talking Texts* Rosalind Horowitz,2017-09-25 This volume examines how oral and written language function in school learning and how oral texts can be successfully inter connected to the written texts that are used on a daily basis in schools Rather than argue for the prominence of one over the other the goal is to help the reader gain a rich understanding of how both might work together to create a new discourse that ultimately creates new knowledge Talking Texts Provides historical background for the study of talk and text Presents examples of children s and adolescents natural conversations as analyzed by linguists Addresses talk as it interfaces with domains of knowledge taught in schools to show how talk is related to and may be influenced by the structure language and activities of a specific discipline Bringing together seminal lines of research to create a cohesive picture of discourse issues germane to classrooms and other learning settings this volume is an essential resource for researchers graduate students classroom teachers and curriculum specialists across the fields of discourse studies literacy and English education composition studies language development sociolinguistics and applied linguistics **Learning to Learn about Communities in Teacher Education** Valerie Laura Farnsworth,2006 Journal of Discourses Brigham Young,1874 *Discourse Analytic Perspectives on STEM Education* Juliet Langman,Holly Hansen-Thomas,2017-05-23 This volume explores the nature of discourse in secondary and upper elementary mathematics and science classrooms Chapters examine conditions that support or hinder teachers and students in particular language learners in employing language as a tool for learning The volume provides rich oral and written language examples from a range of classroom contexts to illustrate how linguistic practices affect students appropriation and display of disciplinary specific knowledge Chapters further explore linguistic practices through with the support of discourse analytic models that foreground the authentic classroom data with the aim of understanding the dynamics of the classroom The authors investigate the intersection between discourse and learning from a range of perspectives including an examination of key concepts such as intertextuality interaction mediation scaffolding appropriation and adaptations This volume offers concrete suggestions on how teachers might benefit from a discourse approach to teaching in the areas of mathematics and science *Establishing Scientific Classroom Discourse*

*Communities* Randy K. Yerrick, Wolff-Michael Roth, 2004-12-13 Establishing Scientific Classroom Discourse Communities Multiple Voices of Teaching and Learning Research is designed to encourage discussion of issues surrounding the reform of classroom science discourse among teachers teacher educators and researchers The contributors some of the top educational researchers linguists and science educators in the world represent a variety of perspectives pertaining to teaching assessment research learning and reform As a whole the book explores the variety complexity and interconnectivity of issues associated with changing classroom learning communities and transforming science classroom discourse to be more representative of the discourse of scientific communities The intent is to expand debate among educators regarding what constitutes exemplary scientific speaking thinking and acting This book is unparalleled in discussing current reform issues from sociolinguistic and sociocultural perspectives The need for a revised perspective on enduring science teaching and learning issues is established and a theoretical framework and methodology for interpreting the critique of classroom and science discourses is presented To model and scaffold this ongoing debate each chapter is followed by a metalogue in which the chapter authors and volume editors critique the issues traversed in the chapter by opening up the neatly argued issues These metalogues challenge extend and deepen the arguments made Central questions addressed include Why is a sociolinguistic interpretation essential in examining science education reform What are key similarities and differences between classroom and scientific communities How can the utility of common knowledge and existing classroom discourse be balanced toward alternative outcomes What curricular issues are associated with transforming classroom talk What other perspectives can assist in creating multiple access to science through redefining classroom discourse Whether this volume improves readers science teaching assists their research or helps them to better prepare tomorrow s science teachers the goal is to engage them in considering the challenges faced by educators as they navigate the seas of reform and strive to improve science education for all



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