

# ECOLOGICAL THINKING

A NEW APPROACH TO  
EDUCATIONAL CHANGE

Shoshana Keiny



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# Ecological Thinking A New Approach To Educational Change

**Hannele Niemi, Jari Multisilta, Lasse  
Lipponen, Marianna Vivitsou**



## **Ecological Thinking A New Approach To Educational Change:**

Ecological Thinking Shoshanah Keni, 2002 In *Ecological Thinking* Shoshana Keiny relates the arguments of this book to the new ecological paradigm based on open instead of closed systems which see humans not as outsiders but as part of the system Keiny uses the term ecological thinking as a holistic framework for thinking about ways in which teachers need to be engaged in participatory interactive learning processes which seek to generate new understanding and knowledge that changes their professional context Ecological Thinking is based on several projects in which teacher educators researchers parents and or other members of the community collaborated in order to jointly transform education Written as a personal narrative Keiny illustrates an Action Research process that emphasizes the interplay between praxis and theory **The SAGE Handbook of Educational Action Research** Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of *Educational Action Research* Teachers College Press 1995 She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the *Educational Action Research* journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of *Research Methods in the Social Sciences* SAGE 2005 and author of *Action Research a Methodology for Change and Development* Open University Press 2006 **The SAGE Handbook of Educational Action Research** Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field *Environmental Education and*

*Advocacy* Edward A. Johnson, Michael J. Mappin, 2005-03-03 Environmental education has often blurred the distinction between ecological science and environmental advocacy Growing public awareness of environmental problems and desire for action may be contributing to this blurring There is a need to clarify the distinction between the role of ecological science and the role of social and political values for the environment within environmental education This book addresses this need by examining the changing perspectives of ecology in education and the changing perspectives of education in environmental education Guidelines are provided for assessing the science and education perspectives within environmental education along with suggested frameworks for development of programs and resources that integrate current science education and action This book will be of interest to environmental educators ecologists interested in environmental education and curriculum and resource developers

**Teachers Learning in Communities** Michal Zellermayer, Elaine Munthe, Malka Gorodetsky, Frances O'Connell Rust, Lily Orland-Barak, 2007-01-01 Teachers Learning in Communities is about teacher educators by those brave enough to make their professional learning public The authors reveal the complexities of their participation in school university partnerships and their relationships with teachers Here practice informs theory greatly expanding our knowledge and understanding of these important communities Ann Lieberman Senior Scholar at the Carnegie Foundation for the Advancement of Teaching Teachers Learning in Communities is full of exciting success stories about rare and exotic teacher education episodes played out on the margin

**Handbook of Education Policy Research** Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook's over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers

engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Teaching Mathematics Online: Emergent Technologies and Methodologies Juan, Angel A., Huertas, Maria A., Trenholm, Sven, Steegmann, Cristina, 2011-08-31 This book shares theoretical and applied pedagogical models and systems used in math e learning including the use of computer supported collaborative learning which is common to most e learning practices Provided by publisher

**Cross-Disciplinary Approaches to Action Research and Action Learning** Mapotse, Tome Awshar, 2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population both in well resourced and socio economically challenged regions Cross Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields Featuring extensive coverage on a broad range of topics such as social justice organizational development and global economy this publication is ideally designed for academics researchers scholars and managers seeking current research on the promotion of collaborative research and learning

Exploring Avenues to Interdisciplinary Research M. Karanika-Murray, R. Wiesemes, 2009-09-01 Spanning a variety of disciplines such as education psychology law architecture media and health care this collection presents the latest contributions on interdisciplinary theory and practice Through the point of view of new interdisciplinarians this compilation discusses the exciting developments as well as the current problems and challenges in the field A result of the first Cross Disciplinary Research Conference held at the University of Nottingham this volume illustrates the various approaches and applications of interdisciplinary research From the arts to biomedical neuroscience the areas exemplified are as multifaceted as the topic itself

Action Research Jack Whitehead, Jean McNiff, 2006-03-15 In Action Research Living Theory Jean McNiff and Jack Whitehead set out their vision for action research in the 21st Century This is a passionate and compelling book that defines the philosophy behind action research and the process of doing action research for all those interested in this fast growing area It sets in place the foundations of action research as a discipline and roots action research as a compassionate ethical and politically engaged form of enquiry McNiff and Whitehead's book will be essential reading for all those with an interest in Action Research

Self-Study Approaches and the Teacher-Inquirer Hanna Ezer, 2019-02-11 This book examines self study methodologies and their relevance to professional growth among teachers The book puts forward the following arguments Self study as a research approach involves basic research skills therefore constituting an important step for non professional inquirers aspiring to more complex research Self study is a powerful tool in support of professional growth among teachers Self study comprises a set of approaches among them instructional situations case analysis critical autobiography and action research The book offers some interesting perspectives on the following issues The book focuses on the writer's experience as a teacher educator who has elicited and motivated self studies among student teachers and teachers The book brings together three related self study methodologies

instructional situations case analysis critical autobiography and action research The book offers a new perspective on implementing and analyzing instructional situation cases through the authentic case of teaching and the expected case of teaching a perspective developed by the writer and implemented in her classes The book provides a fresh view of critical autobiography as a powerful tool teachers can use to examine their own practice and professional development The book introduces critical discourse analysis as a useful tool for researchers This tool enables teacher inquirers to reveal their sense of professional self and their professional identity as it emerges in teaching cases they provide Teachers and researchers can easily apply the methodologies described in this book to their own teaching and research arenas

Finnish Innovations and Technologies in Schools Hannele Niemi, Jari Multisilta, Lasse Lipponen, Marianna Vivitsou, 2014-11-27 This book combines several perspectives on the steps the Finnish educational system has taken to provide students with the skills and competences needed for living in today's society and in the future The ecosystem is used as a metaphor for the educational system The Finnish system aims to achieve sustainable education by ensuring that the system is simultaneously interconnected and open to transformations The book describes how a flexible curriculum system is succeeding without the pressures of high stake testing It also illustrates how the ongoing curriculum reform of the basic education is working The book brings together knowledge gained in schools through the cooperation of researchers teachers school principals the public sector and private companies The book presents case studies of technology integration aimed at crossing boundaries in formal and informal learning settings locally and globally The contributors address 21st century needs and requirements through learner driven knowledge creation collaboration networking and digital literacies It opens new scenarios of how to apply digital storytelling and games connecting fun motivation and learning The strong message is that through collaboration and networking we can create an educational ecosystem that supports different learners

The Digital Pencil Jing Lei, Paul F. Conway, Yong Zhao, 2008 This book takes a serious historical and international look at the digital pencil movement to equip every student with a computing device with wireless connection Using an ecological perspective as an overarching framework and drawing on their own studies and available literature that illuminate the issues related to one to one computing the authors present well reasoned discussions about a set of complex and critical issues facing policy makers educators students parents and the general public The Digital Pencil addresses four key questions Is the digital pencil a good idea The authors analyze the costs and benefits of one to one computing programs through consideration of multiple indicators and examine the evaluation reports of various projects within their analytical framework to present a comprehensive summary of outcomes of one to one computing projects What happens when each child has a networked computer The authors analyze existing data with the goal of gaining insights and making suggestions and recommendations for policy makers teachers and parents What should schools purchase or lease is there an ideal device These authors examine the relative advantages and disadvantages of different devices and implementation schemes How do we know if one to one

computing is making a difference The authors review the evaluation plans of the various projects and propose a framework for comprehensive evaluation and research on one to one computing This book is intended for researchers school administrators educational technology professionals and policy makers in the U S and around the world and as a supplemental text for advanced courses in education technology and technological innovation      **Handbook of Research on Ecosystem-Based Theoretical Models of Learning and Communication** Railean, Elena A.,2019-03-22 ICT and globalization have completely redefined learning and communication People virtually connect to collaborate with and learn from other individuals Because educational technology has matured considerably since its inception there are still many issues in the design of learner centered environments The Handbook of Research on Ecosystem Based Theoretical Models of Learning and Communication is an essential reference source that discusses learning and communication ecosystems and the strategic role of trust at different levels of the information and knowledge society Featuring research on topics such as global society life long learning and nanotechnology this book is ideally designed for educators instructional designers principals administrators professionals researchers and students      *Cases on Teaching Critical Thinking through Visual Representation Strategies* Shedletsky, Leonard J.,Beaudry, Jeffrey S.,2014-03-31 One of the most important aspects of a comprehensive education involves teaching students to analyze arguments and form their own opinions based on available information Visual and graphical mapping strategies are useful in helping students to consider problems from a variety of perspectives Cases on Teaching Critical Thinking through Visual Representation Strategies brings together research from scholars and professionals in the field of education to provide new insights into the use of visual aids for student development in reasoning and critical thinking This essential reference source will enable academics researchers and practitioners in fields such as education business and technology to more effectively foster students critical thinking skills      Handbook of College and University Teaching James E. Groccia,Mohammed A. T. Alsudairi,William Buskist,2012-01-17 Enhance your teaching style with James E Groccia s systemic and insightful seven variable model using a truly international perspective The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students Using a unique global view this comprehensive volume presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments Education experts from around the world share their perspectives on college and university teaching identifying international differences and similarities The chapters are organized around a model developed by James E Groccia which focuses on seven interrelated variables that must be explored to develop a full perspective of college and university teaching and learning These interrelated variables include teacher learner learning process learning context course content instructional processes and learning outcomes Using this logical model the contributors provide readers with a guide for systemic thinking about how to improve teaching and learning curriculum development and assessment      *The Personalized Continuing*

*Professional Learning of Teachers* Orit Avidov-Ungar, 2023-11-23 Taking a personalized and global approach this timely volume links theory with application in the context of continuing professional development CPD for teachers exploring current scholarship on teachers CPD and charting the shift towards continuing professional learning CPL Chapters look at concepts such as motivation expertise career trajectory life story and empowerment as well as their influences and respective roles in the personalization of teachers professional growth during their career Presenting the principles of personalization and their significance for teachers CPL this book provides a global perspective and model that clarifies the practical implications of the move towards teachers personalized CPL including the necessary changes in both teachers attitudes and teacher education frameworks Offering a unique and innovative multidimensional template model that works as a tool for teachers interested in structuring their professional learning this book will be useful to practitioners and researchers involved with teachers professional development school leadership school management as well as international and comparative education research more broadly

*Visualising Powerful Knowledge to Develop the Expert Student* Ian M. Kinchin, 2016-07-27 This book puts the structure and function of knowledge firmly in the driving seat of university curriculum development and teaching practice Through the application of concept mapping the structure of knowledge can be visualised to offer an explicit perspective on key issues such as curriculum design student learning and assessment feedback Structural visualisation allows a greater scrutiny of the qualitative characteristics of knowledge so that we can analyse students patterns of learning and match them to expert practice Based on nearly two decades of research and direct observations of university teaching by the author this book aims to offer a scholarly account of teacher development It focusses on elements that will be of immediate utility to academics who want to develop their teaching to a level of adaptive experts offering them greater autonomy in their role and a powerful understanding of teaching to escape the repressive routines of the traditional classroom Rather than providing a comprehensive review of educational research this book provides a route through selected theories that can be explored in practice by university teachers on their own or in groups The book will help academics to identify the nature of powerful knowledge within their disciplines and consider ways that this may be used by students to become active and engaged learners through the manipulation and transformation of knowledge and so become expert students

Style Differences in Cognition, Learning, and Management Stephen Rayner, Eva Cools, 2012-12-06 This book aims to mark fifteen years of contributions to the field of style research in cognition and learning presented at the annual conference of the European Learning Styles Information Network The style field is a multidisciplinary global community made up of researchers in several domains of knowledge including education psychology business computer science information systems management human resources and other related fields The book will be relevant for readers who are interested in differences in thinking and learning covering a wide range of style related themes with appeal to readers seeking an international and interdisciplinary perspective Interested practitioners will include professionals working in the



areas of HR Management Organizational Learning Business Management and all phases of Education The application of style differences for example impacts widely upon work and human performance in areas of policy making team management and project development sports social agency and medicine New or alternative research paradigms facilitating revision and consensus in the field of style differences are presented The aim of integrating research and practice is developed to achieve consensual theory for style differences in human performance Style Differences in Performance is a timely and field defining volume that will change the way academics and practitioners across international and disciplinary boundaries think and talk about the field of learning style and its implications for human achievement     How to Mend a University Ian M.

Kinchin, 2024-04-18 Many contemporary commentators present a damning account of the current state of higher education to the extent that our universities may be considered to be broken This book offers an alternative perspective to the dominant neoliberal discourse and provides the conceptual tools to help construct a trajectory of repair for our universities These ideas are presented within this book as five moves to transform our current pathological situation and develop towards a more healthy and sustainable ecological learning environment In this book Ian Kinchin draws upon a wide range of sources from the philosophy of education biological and clinical sciences as well as educational research and academic development This alternative ecology of ideas presents a challenge to university leaders and asks if we care enough about the future of our universities to encourage an evolution of practice that deals sustainably with the wicked problems our universities face in the coming century It describes a move towards an ecological university The book includes a foreword written by Martyn Kingsbury Professor of Higher Education and Director of the Centre for Higher Education Research and Scholarship Imperial College London UK

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