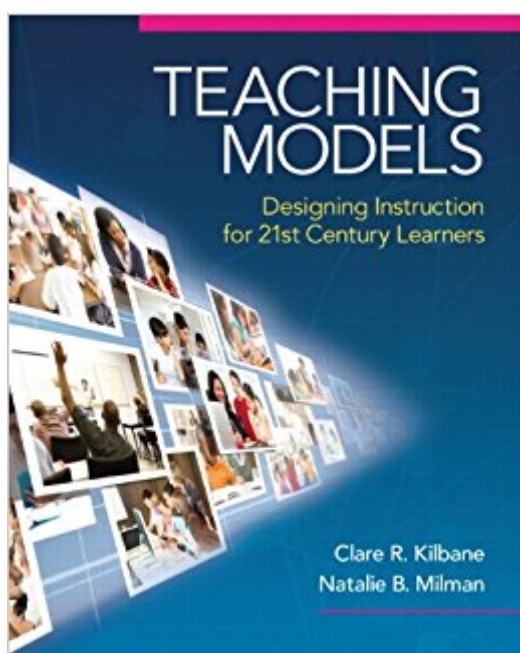The book was found

Teaching Models: Designing Instruction For 21st Century Learners (New 2013 Curriculum & Instruction Titles)

Synopsis

This new book provides educators with practical help for using a myriad of available digital tools to transform time-tested models of teaching in order to make 21st century learning more efficient, effective, and engaging. The authors focus on helping educators design effective instruction that successfully addresses the individual and shared learning needs of the diverse population of students in todayÃ¢â ¬â„¢s dynamic, fast-paced, technology-driven, global society. In it the authors show when and how to use the unprecedented variety of powerful teaching resources available, and how to coordinate their use to best prepare students for the education and workforce demands in their futures. Ã Â Click here to read Clare Kilbane and Natalie Milman's article on edTPA on our MyEducationCommunity site. Click here to watch Clare & NatalieÃ¢â ¬â„¢s webinar on T eaching Models: Designing Instruction for 21st Century Learners.

Book Information

Series: New 2013 Curriculum & Instruction Titles

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Average Customer Review: 4.1 out of 5 stars   13 customer reviews

Best Sellers Rank: #50,324 in Books (See Top 100 in Books)   #60 inÃ Â Books > Textbooks > Education > Curriculum & Instruction   #101 inÃ Â Books > Education & Teaching > Schools & Teaching > Curriculum & Lesson Plans > Curricula   #495 inÃ Â Books > Education & Teaching > Schools & Teaching > Certification & Development

Customer Reviews

This book is focused on helping educators design effective instruction that successfully addresses the individual and shared learning needs of the diverse population of students in todayÃ¢â ¬â„¢s dynamic, fast-paced, technology-driven, global society. In it the authors show when and how to use the unprecendented variety of powerful teaching resources available, and how to coordinate their use to best prepare students for the education and workforce demands in their futures. Ã Â The authors emphasize the teacherÃ¢â ¬â„¢s role as an educational designer who approaches

instructional planning with intention, uses knowledge of specialized systematic processes to identify and frame instructional challenges related to learners and content, and competently addresses those challenges by skillfully applying a broad repertoire of instructional models, strategies, and technologies.   Part I explains the ways in which functioning as an educational designer leads to more successful teaching. Part II presents 10 powerful, proven models of teaching and demonstrates how they can be transformed for new relevance in the digital era and used to address the challenges of 21st century teaching.   From the Foreword by Carol Ann TomlinsonÃ¢â ¬Â¦. "A book like this one creates in me a sense of longing to begin my work as a teacher again armed with its insightsÃ¢â ¬Â¦ How much more purposeful might my instructional choices have beenÃ¢â ¬Â¦ How many more students might I have reached if someone had illustrated for me how to attend to studentsÃ¢â ¬â„¢ learning differences as I planned lessons?Ã Â And how much more motivating might the learning opportunities I created for my students have been had there also been opportunity and guidance for using contemporary technologies to engage my studentsÃ¢â ¬â„¢ thinking, and my own? IÃ¢â ¬â„¢d sign up in an instant to go back to that first year and begin again if I could take that sort of knowledge with me."   Carol Ann Tomlinson, William Clay Parrish, Jr. Professor & Chair for Educational Leadership, Foundations, & Policy Curry School of Education at the University of Virginia Ã Â Ã Â Ã Â   Also from Clare R. Kilbane and Natalie B. Milman:Ã Â Ã Â   0137155875 - What Every Teacher Should Know About: Creating Digital Teaching Portfolios, 1/e - Ã Â©2009 0205393713 Ã¢â ¬â œ The Digital Teaching Portfolio Workbook: Understanding the Digital Teaching Portfolio Process, 1/e - Ã Â©2004 0205343457 Ã¢â ¬â œ The Digital Teaching Portfolio Handbook: A How-To Guide for Educators, 1/e - Ã Â©2003

Clare Kilbane has worked with learners at all educational levels (from graduate school to grade school) for over 20 years. A former elementary educator and technology coordinator, Clare has a bachelors degree from the University of Dayton, a masters degree in Instructional Design from The Ohio State University and a Ph.D. in Educational Evaluation from the University of Virginia. She has been on the faculty at the University of Massachusetts Amherst, Capital University, and is currently an Associate Professor of Educational Technology at Otterbein University.Ã Â Clare has an active consulting practice with K-12 schools, is a frequent speaker at professional conferences, and has participated in numerous state-wide grants and research projects involving technology integration and digital portfolios.Ã Â She is the co-author of the Digital Teaching Portfolio Handbook and Digital Teaching Portfolio Workbook with Natalie Milman and has authored many other articles,

online courses, and multimedia materials. She lives with her husband, daughter and two Glen of Imaal terriers in Columbus, Ohio. Ã Â   Natalie B. Milman, Ph.D., is Associate Professor of Educational Technology and Coordinator of the Educational Technology Leadership Program in the Department of Educational Leadership at The George Washington UniversityÃ¢â ¬â„¢s Graduate School of Education and Human Development. She earned her doctorate in Instructional Technology from the University of Virginia's Curry School of Education with a graduate specialization designed to prepare technology leaders. She has taught at the elementary school level as a second grade, a science specialist, mentor, and technology teacher in Los Angeles County, California. Her primary research interest is 21st century pedagogies. Her current research interests include one-to-one laptop and tablets initiatives, student engagement and learning through distance education, strategies and models for the effective integration of technology into the curriculum at all academic levels, and the use of digital portfolios for professional development. She has published numerous articles and presented at many conferences. She has co-authored two books about digital portfolios. She is the co-editor of the Current Practices Section of the journal, Contemporary Issues in Technology and Teacher Education, and is on the AERA Technology committee. She has also served as an officer in two AERA SIGs: 1) Technology as an Agent of Change in Teaching and Learning (past Chair, Program Co-Chair, Secretary/Treasurer) and 2) Portfolios and Reflection in Teaching and Teacher Education (past Chair, Secretary/Treasurer, and Program Chair; Webmaster). She lives in Virginia, outside of Washington, D.C., with her husband and two children. Ã Â

I love this book. Very clear and concise and gives you examples of how work is done. Teaching in class is easy to understand and they have relevant sources as to why teaching is going in this direction.

Worth reading if you are a serious educator or an aspiring curriculum specialist!

need it for class at a good price

This book is perfect for me and it arrived on time . There is nothing wrong with the book or at least I have not found anything wrong.

Just finished reading this for a class. Goes through various teaching models. Applicable to almost

any teaching job.

Excellent resource to use while planning lessons, units, and assessments for your classroom. I am bringing it to our curriculum writing meeting this week. Great overview of the foundations of effective instruction.

Love the book - great for professional learning community work. Authors did a great job In pulling together resources, ideas and research.

I had to purchase this text for graduate work. It's boring. There are some great points in it, but at this point in my academic life, there's too much text. I wish the information was more compact and visually separated. There are summaries of main points in each chapter which are very helpful when I don't have the time to read the rest of the text. This text was very expensive, and I wish I had purchased it used or had leased it. I have not looked at it since the coursework ended, since many of the concepts overlap information I already had free access to through internet searches and/or library resources. I would not recommend purchasing this text.

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