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appreciate the robust resources available with this text (test bank, media videos, instructor manual, PPTs).

This comprehensive anthology features classical readings on the Sociology of Education, as well as current, original essays by notable contemporary scholars. Assigned as a main text or a supplement, this fully updated Sixth Edition uses the open systems approach to provide readers with a framework for understanding and analyzing the book's range of topics. Jeanne H. Ballantine, Joan Z. Spade, and new co-editor Jenny M. Stuber, all experienced instructors in this subject, have chosen articles that are highly readable, and that represent the field's major theoretical

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Since its initial publication in hardcover in 2003, *Fires in the Bathroom* has been through multiple printings and received the attention of teachers across the country. Now in paperback, Kathleen Cushman's groundbreaking book offers original insights into teaching teenagers in today's hard-pressed urban high schools from the point of view of the students themselves. It speaks to both new and established teachers, giving them firsthand information

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about who their students are and what they need to succeed. Students from across the country contributed perceptive and pragmatic answers to questions of how teachers can transcend the barriers of adolescent identity and culture to reach the diverse student body in today's urban schools. With the fresh and often surprising perspectives of youth, they tackle tough issues such as increasing engagement and motivation, teaching difficult academic material, reaching English-language learners, and creating a classroom culture where respect and success go hand in hand.

This widely used text has been expanded to include the most important issues in contemporary schooling, including: New end-of-chapter sections for Further Reading. New references added to the useful Additional Resources section. School and Society, Fifth

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Edition uses realistic case studies, dialogues, and open-ended questions designed to stimulate thinking about problems related to school and society, including curriculum reform, social justice, and competing forms of research. Written in a style that speaks directly to today's educator, this book tackles such crucial questions as: Do schools socialize students to become productive workers? • Does schooling reproduce social class and pass on ethnic and gender biases? • Can a teacher avoid passing on dominant social and cultural values? • What besides subjects do students really learn in schools? School and Society is one of the five books in the highly regarded Teachers College Press Thinking About Education Series, now in its Fifth Edition. All of the books in this series are designed to help pre- and in-service teachers bridge the gap between theory and practice. Praise for Previous Editions! "I have been surprised

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Many teachers, schools, parents and community organisations feel that ‘standards’ education is not serving us well. It has proved ineffective at preparing many students for work, higher education and general wellbeing, nor does it keep students engaged and

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intrinsically motivated, capable of sustaining interest in education and learning. There is a suppressed desire to transform educational outcomes, and enquiry based learning (EBL) and project based learning (PBL) are the prime candidates for achieving such a goal. EBL is education that is driven by curiosity, questions and problem solving, with the capacity to produce results that are equal to or better than standard outcomes. This new text provides a critical examination of EBL and PBL by exploring a wide range of international exemplars and considering the benefits, barriers and contradictions generated by the efforts of teachers and schools. Focusing on analytical frameworks and socio-cultural theory, areas covered include: enquiry and society what EPBL is learning through enquiry challenges for schools and teachers student outcomes and assessment teacher learning curriculum development.

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Enquiry and Project Based Learning offers analytical frameworks and practical guidance for students, teachers and all those interested in enquiry based learning, as well as presenting a balanced, purposeful and motivating alternative to mainstream educational practice.

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