Dylan Wiliam Embedded Formative Assessment

Embedded Formative AssessmentEmbedded Formative AssessmentEmbedded Formative AssessmentEmbedding Formative AssessmentErkennen und Beschreiben Von Formativem Assessment Im Naturwissenschaftlichen GrundschulunterrichtIndividuelle Förderung im UnterrichtEmbedding Formative AssessmentBildungsungleichheit revisitedThe Handbook for Embedded Formative AssessmentEmbedding Formative AssessmentFormatives AssessmentKreativität in Wissenschaft und TechnikBeiträge zum Mathematikunterricht 2024The Handbook for Embedded Formative AssessmentA Local Assessment Toolkit to Promote Deeper LearningErkennen und Beschreiben von formativem Assessment im naturwissenschaftlichen GrundschulunterrichtLernbegleitungSAGE Handbook of Research on Classroom AssessmentTraining to be a Primary School Teacher: ITT and BeyondCultivating KnowledgeSerious GamesECGBL 2021 15th European Conference on Game-Based LearningScriptor Praxis: Der Dialog als Schlüssel für guten UnterrichtAufgaben als Katalysatoren von LernprozessenHandbook of Research on Digital-Based Assessment and Innovative Practices in EducationOptimizing Higher Education Learning Through Activities and AssessmentsUnderstanding and Applying Assessment in EducationAssessment in Online and Blended Learning EnvironmentsUsing Students' Assessment Mistakes and Learning Deficits to Enhance Motivation and LearningLean in the ClassroomFast and Effective AssessmentECGBL2011-Proceedings of the 5th European Conference on Games Based LearningECGBL2013-Proceedings of the 6th European Conference on Games Based LearningHandbook of Research on Inclusive and Accessible EducationThe Teaching Delusion: Why teaching in our classrooms and schools isn't good enough (and how we can make it better)Assessment and Learning in Content and Language Integrated Learning (CLIL) ClassroomsLehr-Lern-LaboreCreative Scheduling for Diverse Populations in Middle and High SchoolHow I Wish I Had Taught Maths: Reflections on research, conversations with experts, and 12 years of mistakesWhat is History Teaching, Now? A practical handbook for all history teachers and educators Dylan Wiliam Dylan Wiliam Dylan William Dylan Wiliam Verena Zucker Hannelore Knauder Dylan Wiliam Heinz-Hermann Krüger Solution Tree Dylan Wiliam Alois Buholzer Cornelia Facaoaru

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formative assessment plays an important role in increasing teacher quality and student learning when it s viewed as a process rather than a tool emphasizing the instructional side of formative assessment this book explores in depth the use of classroom questioning learning intentions and success criteria feedback collaborative and cooperative learning and self regulated learning to engineer effective learning environments for students

acknowledgments table of contents about the author introduction chapter 1 chapter 2 chapter 3 chapter 4 chapter 5 chapter 6 chapter 7 epilogue appendix references and resources

effective classroom formative assessment helps educators make minute by minute day by day instructional decisions but putting it into practice requires both a robust collection of techniques and an understanding of how to use them in embedding formative assessment authors dylan wiliam and siobhan leahy deliver a clear practical guide for teachers centred on the five key strategies for improving teacher practice and student achievement 1 clarifying sharing and understanding learning intentions and success criteria 2 engineering productive discussion and activities that elicit evidence of learning 3 providing feedback that moves learners forward 4 activating students as learning resources for each other and 5 activating students as owners of their own learning then for each strategy the authors provide an overview of the strategy and a number of very practical formative assessment techniques for implementing it in f 12 classrooms along with guidance on when and how to use the specific techniques they provide tips cautions and enhancements to sustain formative assessment a student reflection form peer observation form and self reflection checklist accompany each strategy no known practice is more effective than classroom formative assessment for producing a significant positive impact on student

achievement wiliam and leahy provide the necessary tips and techniques to put it into practice immediately

in diesem herausgeberwerk werden empirische befunde aus dem deutschsprachigen raum zur individuellen förderung im unterricht präsentiert und bezüglich ihrer praktischen relevanz diskutiert es werden über verschiedene forschungswege beispiele offeriert wie durch individuelle förderung qualitätsvoller und effektiver unterricht erzielt werden kann individuelle förderung wird aber auch diskutiert wenn versucht wird lern oder entwicklungsvoraussetzungen der schülerinnen und schüler differenziert zu erschließen oder eine entsprechende lernumgebung zu planen und zu gestalten sowie lernaufgaben adäquat einzusetzen zudem finden sich verweise auf realisierung von individualisiertem unterricht wenn nach verständnis selbstwirksamkeitsüberzeugungen sowie motivationen gefragt wird mit diesem herausgeberwerk kann aktuelles expertenwissen zur individuellen förderung im unterricht an der schnittstelle von wissenschaft und praxis gewonnen werden

embedding formative assessment by dylan wiliam and siobhán leahy guides educators on creating effective formative assessments outlining five instructional strategies and specific techniques for each strategy

bildungsungleichheit revisited greift die in den letzten jahren wieder verstärkten bemühungen einer empirischen analyse und theoretischen erklärung von sozialen ungleichheiten auf in den beiträgen wird nach phänomenen der sozialen ungleichheit in allen wichtigen bildungsbereichen entlang des lebenslaufes also vom kindergarten bis zur hochschule bzw zur berufsausbildung gefragt diese fokussierung auf institutionalisierte bildung wird zudem durch eine darstellung zur sozialen ungleichheit in der außerschulischen bildung erweitert namhafte internationale und nationale autorinnen und autoren diskutieren klassische theoreme und konzepte stellen die zentralen befunde und diskurse vor und dokumentieren aktuelle und innovative forschungen in verschiedenen bildungsbereichen

developed as a companion to embedded formative assessment 2nd edition this handbook guides k 12 teachers through the process of developing effective formative assessments inside its pages you ll find tried and tested classroom strategies practical how tos and exercises designed to guide

implementation the book also includes discussion questions that can be answered as teams or used for individual reflection learn how to implement the strategies of formative assessment in the classroom explore research that states classroom formative assessment is the most impactful and cost effective approach to raising student academic achievement review the five key strategies of classroom formative assessment gain more than 50 practical techniques for classroom formative assessment clarify and share learning intentions and success criteria elicit evidence of student achievement and give feedback that moves learning forward understand that teacher quality remains the most important determinant of student engagement and learning contents chapter 1 understanding formative assessment chapter 2 clarifying sharing and understanding learning intentions and success criteria chapter 3 eliciting evidence of learners achievement chapter 4 providing feedback that moves learning forward chapter 5 activating students as instructional resources for one another chapter 6 activating students as owners of their own learning appendix observation tools references and resources

embedding formative assessment by dylan wiliam and siobhán leahy guides educators on creating effective formative assessments outlining five instructional strategies and specific techniques for each strategy

formatives assessment gilt als wesentlicher indikator fu r unterrichtsqualität und ist teil einer lernförderlichen beurteilungskultur das konzept des formativen assessments geht davon aus dass beurteilungen als teil eines lernprozesses verstanden werden mit dem ziel diesen zu erfassen und zu fördern der sammelband vermittelt im ersten teil anhand von sieben beiträgen einen einblick in aktuelle studien zur umsetzung von formativen beurteilungsprozessen in der unterrichtspraxis der zweite teil beinhaltet vier beiträge wie lehramtsstudierende für diese thematik qualifiziert werden können

der band enthält die beiträge 57 jahrestagung der gesellschaft für didaktik der mathematik vom 04 03 2024 bis 08 03 2024 in essen dabei handelt es sich um die fokus und hauptvorträge die beiträge aus den minisymposien die einzelvorträge die kurzvorträge und die berichte der arbeitskreise

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build assessments you can really use unlock the how when what and why watch your system become greater than its parts by building local capacity through common language and deeper knowledge of assessment components for years educators have turned to the hess cognitive rigor matrices crm now for the first time the modules are packaged into one resource to help you evaluate the quality and premise of your current assessment system designed as a professional development guide for long term use by school leaders five content rich topic based modules offer field tested teacher friendly strategies for local school test development can be used for individual or professional development opportunities allow for sequential or non sequential use

im rahmen des formativen assessments werden das diagnostizieren von lernständen und das rückmelden dieser lernstände an die schülerinnen und schüler als bedeutsam erachtet um lernprozesse zu unterstützen zentral dafür sind die fähigkeiten von lehrpersonen relevante situationen der diagnostik und der rückmeldung im komplexen unterrichtsverlauf u a zu erkennen und zu beschreiben bislang ist jedoch nur wenig darüber bekannt wie diese fähigkeiten bei angehenden lehrpersonen ausgeprägt sind ziel der vorliegenden studie war daher die entwicklung eines instruments mit dem das erkennen und das beschreiben von diagnostik und rückmeldung im naturwissenschaftlichen grundschulunterricht erfasst werden können grundlage des instruments waren situationen des naturwissenschaftlichen grundschulunterrichts die in form von texten und kurzen videos präsentiert wurden diese texte und videos wurden von den teilnehmenden anhand offener und geschlossener items analysiert die teilnehmenden waren 582 studierende des ersten sowie sechsten semesters die ergebnisse geben einen umfassenden einblick in die güte des instruments sie zeigen außerdem dass die studierenden des sechsten semesters erwartungskonform höhere ausprägungen der fähigkeiten aufweisen als die studierenden des ersten semesters dies gilt sowohl für das erkennen als auch für das beschreiben von diagnostik und rückmeldung

ganz gleich ob in kontexten von grundschule oder erwachsenenbildung ob vor dem hintergrund der digitalisierung oder auch inklusionsorientierter unterrichtsgestaltung pädagoginnen und pädagogen die lernprozesse adäquat anregen und begleiten entsprechen kaum noch den klassischen rollenvorstellungen einer lehrkraft die lediglich doziert und referiert die rolle wandelt sich dahingehend zu der eines lernarrangeurs einer lernberatenden eines coaches einer mentorin oder einer trainerin für die lernenden dies stellt neue anforderungen an die professionalisierung und verlangt nach einer entsprechenden pädagogischen haltung zugleich werden innovative konzepte ideen und herangehensweisen für die lebendige und nachhaltige ausgestaltung der lehr lern prozesse notwendig der band versammelt beiträge die sich mit theoretischen Überlegungen zu lernbegleitungsprozessen auseinandersetzen die konkrete beispiele aus praxisphasen der lehrkräftebildung aufzeigen die einblicke in universitäre ausbildungskonzepte gewähren sowie schließlich auch berichte aus forschungsvorhaben und empirischen studien die implikationen für aus und weiterbildungsprozesse ableiten

the sage handbook of research on classroom assessment provides scholars professors graduate students and other researchers and policy makers in the organizations agencies testing companies and school districts with a comprehensive source of research on all aspects of k 12 classroom assessment the handbook emphasizes theory conceptual frameworks and all varieties of research quantitative qualitative mixed methods to provide an in depth understanding of the knowledge base in each area of classroom assessment and how to conduct inquiry in the area it presents classroom assessment research to convey in depth the state of knowledge and understanding that is represented by the research with particular emphasis on how classroom assessment practices affect student achieventment and teacher behavior editor james h mcmillan and five associate editors bring the best thinking and analysis from leading classroom assessment researchers on the nature of the research making significant contributions to this prominent and hotly debated topic in education

your essential coursebook for primary initial teacher training linked to the ccf and the ittecf this complete handbook supports your accredited primary initial teacher training itt course covers all areas of core content outlined in the itt core content framework and the initial teacher training and early career framework introduces key educational debates and a range of pedagogical

perspectives on teaching and learning includes reflection activities to empower you to take control of your own learning and deepen your understanding supports your understanding of how the academic aspects of your itt course link with your school based experience provides you with opportunities to apply your knowledge in context enhances your understanding of what is required of you during itt ensuring you get the most out of your course

over the last decade or two there has been increasing consensus that academic research if used judiciously to guide practice improves both educational policy and pedagogy ultimately leading to better outcomes for students yet despite this potential there remains a deep ravine between the body of knowledge built through research especially at the intersection between specific interventions and improved student achievement and the actions taken by policy makers administrators and classroom teachers in their regular practice there are myriad reasons for this research practice divide among them is that it is difficult for district based people to access primary research furthermore multiple waves of well intentioned research based but largely unsuccessful school reform efforts have resulted in skepticism among practitioners about research and at the same time damaged researchers credibility in the field this book is divided into three broad areas first it develops an engaging analysis of the root causes for the research practice gap in education second it describes the framework developed and used in a public school district by the author to address the root causes and provides evidence of its efficacy to facilitate greater incorporation of research into school and district level practice through a process the author calls knowledge cultivation the framework uses weekly research summaries for district leaders that are relevant to their real time issues along with suggestions about ways in which the research might be useful the final section of the book includes the actual research summaries used by the author over a five year period

serious games provides a thorough exploration of the claim that playing games can provide learning that is deep sustained and transferable to the real world serious games is defined herein as any form of interactive computer based game software for one or multiple players to be used on any platform and that has been developed to provide more than entertainment to players with this volume the editors address the gap in exisiting scholarship on gaming providing an academic overview on the mechanisms and effects of serious games contributors investigate the

psychological mechanisms that take place not only during gaming but also in game selection persistent play and gaming impact the work in this collection focuses on the desirable outcomes of digital game play the editors distinguish between three possible effects learning development and change covering a broad range of serious games potential impact contributions from internationally recognized scholars focus on five objectives define the area of serious games elaborate on the underlying theories that explain suggested psychological mechanisms elicited through serious game play addressing cognitive affective and social processes summarize the empirical evidence on the effectiveness of serious games introduce innovative research methods as a response to methodological challenges imposed through interactive media discuss the possibilities and limitations of selected applications for educational purposes anchored primarily in social science research the reader will be introduced to approaches that focus on the gaming process and the users experiences additional perspectives will be provided in the concluding chapters written from non social science approaches by experts in academic game design and representatives of the gaming industry the editors acknowledge the necessity for a broader interdisciplinary study of the phenomena and work to overcome the methodological divide in games research to look ahead to a more integrated and interdisciplinary study of digital games this timely and singular volume will appeal to scholars researchers and graduate students working in media entertainment and game studies in the areas of education media communication and psychology

wie gut lernen die schüler innen bei mir die antwort auf diese wichtige frage gibt anhaltspunkte für die qualität ihres unterrichts dazu müssen sie mit ihren schüler innen in direkten austausch über den lernprozess kommen und nicht ausschließlich anhand von lernergebnissen urteilen das buch hilft ihnen diesen dialog zu führen in abgrenzung zu einseitigen rückmeldungsmodellen erfahren sie hier wie sie in der klasse ein transparentes miteinander schaffen was sich wiederum positiv auf die unterrichtsqualität auswirkt sie werden ihren unterricht gezielter planen durchführen und nachbereiten können die impulse basieren auf internationalen forschungsergebnissen sowie konkreten erfahrungen und stellen zahlreiche bezüge zum lernen in pandemiezeiten her dokumente aus der praxis der autorin geben einblicke in die abläufe von evaluationsverfahren die so stattgefunden haben

mit den in diesem band versammelten beiträgen wird in summe ein thema das bisher trotz des mit ihm angesprochenen didaktischen potenzials weder in der einschlägigen forschung noch in der praxis genügend beachtet wurde von vielen seiten beleuchtet damit sollen sowohl vielfältige theoretische implikationen erhellt als auch praktisch relevante hinweise geliefert werden diese zeigen wo sich ein hebel befindet mit dem im schulisch organisierten lernen mit großer wahrscheinlichkeit eine beträchtliche gewünschte wirkung erzielt werden kann den entscheidungsträgern in der bildungspolitik sollte damit vor augen geführt werden dass die notwendige wenn auch längst nicht immer fruchtbringend geführte debatte um strukturreformen verpflichtendes vorschuljahr senkung der klassenschülerhöchstzahlen gesamtschulartige organisation der sekundarstufe i vorbereitung auf pädagogische berufe an einer tertiären ausbildungsstätte mit entsprechenden differenzierungen innerhalb eines umfassenden organisatorischen rahmens Änderungen im dienstrecht der lehrer innen etc um die folgende vielschichtige frage ergänzt werden muss auf welchem wege vermag das kerngeschäft der schule nämlich der unterricht den ertrag zu steigern und zwar sowohl hinsichtlich seiner in curricula objektiv zu begründenden als auch von den lernenden subjektiv wahrgenommenen bedeutsamkeit seiner effizienz und seiner nachhaltigkeit das buch richtet sich an alle die an der qualität von unterricht politisch theoretisch oder praktisch interessiert sind entscheidungsträger in der bildungspolitik hochschullehrerinnen und hochschullehrer sowie studierende einschlägiger fachrichtungen ein ausführliches sachregister beschließt diesen grundlegenden band

even though digital technologies are ubiquitous in education assessment methods continue to employ traditional assessments even though they are inadequate to provide information about a student s reasoning and conceptual understanding digital based assessment models allow students to demonstrate higher order skills while integrating digital technologies as a powerful teaching tool digital technologies can support inquiry based learning that is essential to developing a deep conceptual understanding of the content the handbook of research on digital based assessment and innovative practices in education identifies digital tools and applications for effective assessment of learning shares various models of digital based assessment in education and considers best pedagogical practices for assessment in education covering a range of topics such as formative assessments design thinking virtual reality and equity this major reference

work is crucial for educational technologists instructional designers policymakers administrators faculty researchers academicians scholars practitioners instructors and students

the mission of higher education in the 21st century must focus on optimizing learning for all students in a shift from prioritizing effective teaching to active learning it is understood that computer enhanced environments provide a variety of ways to reach a wide range of learners who have differing backgrounds ages learning needs and expectations integrating technology into teaching assumes greater importance to improve the learning experience optimizing higher education learning through activities and assessments is a collection of innovative research that explores the link between effective course design and student engagement and optimizes learning and assessments in technology enhanced environments and among diverse student populations its focus is on providing an understanding of the essential link between practices for effective activities and strategies for effective assessments as well as providing examples of course designs aligned with assessments positioning college educators both as leaders and followers in the cycle of lifelong learning while highlighting a broad range of topics including collaborative teaching active learning and flipped classroom methods this book is ideally designed for educators curriculum developers instructional designers administrators researchers academicians and students

designed as a pragmatic guide for new teachers and those training to teach this book is a one stop shop for understanding assessment in primary and secondary schools supported by a range of policy examples drawn from the uk ireland and wider international contexts

online and blended learning requires the reconstruction of instructor and learner roles relations and practices in many aspects assessment becomes an important issue in non traditional learning environments assessment literacy i e understanding assessment and assessment strategies is critical for both instructors and students in creating online and blended environments that are effective for teaching and learning instructors need to identify and implement assessment strategies and methods appropriate to online or blended learning this includes an understanding of the potential of a variety of technology tools for monitoring student learning and improving their teaching effectiveness from the students perspective good assessment practices can show them

what is important to learn and how they should approach learning hence engaging them in goal oriented and self regulatory cognitions and behaviors the book targets instructors instructional designers and educational leaders who are interested in understanding and implementing either summative or formative assessment in online and blended learning environments this book will assist the relevant audience in the theory and practice of assessment in online and blended learning environments providing both a research and practice perspective this book can help instructors make the connection between pedagogy and technology tools to maximize their teaching and student learning among the questions addressed in this book are what assessment strategies can be used in online or blended learning how can instructors design effective assessment strategies what methods or technology tools can be used for assessment in online or blended learning how does peer assessment work in online or blended learning environments

being wrong is an integral part of the assessment process and understanding how to learn from those mistakes errors and misconceptions helps educators and students get the most from their learning experience in this practical volume james h mcmillan shows why being wrong sometimes is an essential part of effective learning and how it can be used by teachers to motivate students and help develop positive achievement related dispositions the six concise chapters of using students assessment mistakes and learning deficits to enhance motivation and learning show how mistakes affect students engagement self regulation and knowledge and how teachers can most effectively contextualize supposed failures to help students grow

the current way of organizing education is not tenable in the coming decade we need to address how we teach how we organize schools how we increase the effectiveness of learning how we construct classrooms and how we deploy new technologies lean management philosophy has been successfully applied across many industries from manufacturing to healthcare financial services and construction recently interest in lean has steadily increased in the education sector as it was originally introduced in that area s administrative and support processes currently the introduction of lean and its potential in education is gaining wider exposure because of massive looming changes for example the introduction of technology in education as edtech within the traditional system and as moocs demographic changes budget pressure new pedagogies the entrance of more and more private providers and changing demands of society and industry on

the curriculum what is missing is a joint framework that will allow schools teachers directors and boards to harness the potential of these developments and then execute a strategy lean education le offers the potential to streamline the execution of strategy and teaching it accelerates the development of new courses and studies that are closely aligned to the needs of students it supports the integration of new technologies without overburdening teachers and staff lean in the classroom brings all these elements together into a coherent framework so schools can make necessary changes in one concerted effort teaching professional support managing the daily work and changing the way schools function are brought together as a schoolwide strategy to organize learning in a way that serves our students by making the most of their talents this book is the first to define le in all its aspects course design actual teaching and learning processes school management and the organization of supporting processes it is firmly based on the lean management philosophy in conjunction with pedagogy the book draws on both scientific research in the field of lean management in general and lean education in particular in addition it is predicated on many years of hands on experience applying lean both inside and outside the education sector

what if teachers could dramatically reduce the amount of time they spend reviewing and correcting student work and actually see better results in terms of student learning that s the goal of glen pearsall who shares dozens of classroom tested strategies that lessen teachers workload while increasing students class participation and improving their understanding readers will learn how to refine their classroom questioning techniques to continually check students progress and provide instant feedback encourage students to internalize learning goals so they better understand what is expected of them use fast formative assessment strategies to check and correct during class time modify traditional summative testing strategies to monitor student progress in a formative way speed up the correction process via student self proofing representative sampling and helpful technology tools and engage students in becoming actively involved in assessing their own work drawing from his own experience as a teacher and coach pearsall offers practical real world advice in the form of techniques that are both effective and sustainable in the everyday classroom the result is smarter assessment for both teachers and students

in the vast expanse of education a pervasive issue remains in the marginalization and lack of visibility of individuals with disabilities despite a strong desire for inclusivity recent research suggests that fewer than 5 of children with disabilities in 51 countries across sub saharan africa and south asia are enrolled in primary school this exclusion is not solely in enrollment numbers even those who manage to attend face learning environments ill equipped to adapt to their needs leading to further isolation girls with disabilities in particular endure heightened vulnerability to abuse reflecting a systemic failure to provide an environment that fosters equality dignity and respect for all the handbook of research on inclusive and accessible education emerges as an inspiration for change providing a profound solution to the persistent issue of exclusion the book encapsulates a collective effort to reimagine education it advocates for a paradigm shift moving away from the confinement of special schools and towards inclusive mainstream settings by addressing controversies sharing successes and outlining prospects the book serves as a comprehensive guide for special school governing bodies curriculum advisors university lecturers and all stakeholders committed to reshaping education

schools are filled with great teachers but is great teaching taking place in every classroom in every school bruce robertson doesn t believe it is why not this book argues that there are two reasons firstly because there isn t a shared understanding of what makes great teaching secondly because schools haven t developed the strong professional learning culture necessary to drive the development of great teaching in every classroom through discussion of key messages from educational research and drawing on a track record of success this book explores how these barriers can be addressed leading to transformations in teaching practice across classrooms and schools

this volume builds a conceptual basis for assessment promoting learning in content and language integrated learning clil classrooms and proposes practical assessment approaches and activities that clil teachers can apply in the classroom clil as an educational context is unique as language and content learning happen simultaneously the efficacy of such instruction has been studied extensively but assessment in clil classrooms has drawn much less attention the present volume aims to fill this gap arranged based on different ways that content and language are integrated in clil the chapters in this book together build a solid theoretical basis for assessment promoting

learning in clil classrooms the authors discuss how assessment eliciting this integration yields insights into learners abilities but more importantly how these insights are used to promote learning the contributors to the volume together build the understanding of classroom based assessment as cyclic of teaching learning and assessment as inter related and of content and language in clil classrooms as a dialectical unity this volume will spark interest in and discussion of classroom based assessment in clil among clil educators and researchers enable reflection of classroom assessment practices and foster collaboration between clil teachers and researchers the assessment approaches and activities discussed in the volume in turn will help educators understand the scope of applications of assessment and inspire them to adapt these to their own classrooms

an verschiedenen hochschulen werden in den mint fächern schülerlabore in die lehrpersonenbildung integriert in diesen als lehr lern labore bezeichneten einrichtungen werden mint lernumgebungen für schülerinnen und schüler veranstaltungen der lehrpersonenbildung und an vielen standorten auch fachdidaktische forschung fruchtbar miteinander verknüpft das ziel ist dabei evidenzbasiert innovative lehrkonzepte für schule und hochschule zu entwickeln und zu implementieren in diesem band werden lehr lern labore zunächst allgemein beschrieben und dann durch zahlreiche beispiele von konzepten verschiedener hochschulstandorte illustriert darüber hinaus wird berichtet welche wirksamkeit lehr lern labore bei der förderung von kompetenzen zukünftiger lehrpersonen haben und wie studierende diese einrichtungen wahrnehmen die vorgestellten forschungsergebnisse die aus einem verbund von sechs hochschulen stammen sollen durch diesen band weiteren standorten zugänglich gemacht werden dieses buch richtet sich an studierende und dozierende der lehrpersonenbildung in hochschulen insbesondere in den mint fachdidaktiken sowie an personen in schule und referendariat

diverse needs streamlined scheduling find out how with this all in one resource for even the most experienced administrator schedule design has never been tougher how can you meet the academic needs of all learners while making the most of limited time and resources help has arrived with this latest book from school scheduling gurus elliot merenbloom and barbara kalina an essential resource for any administrator working with diverse populations creative scheduling for diverse populations in middle and high school zeroes in on effective planning for a wide range of

programs including rti credit recovery special education second language learning career technical education work study advanced placement and international baccalaureate you ll find guidance on developing schedules that advance your school s educational goals scheduling techniques for each type of program serving diverse learners supported by research based evidence flexible frameworks that create time for small learning communities and teacher collaboration best practices for fixed and variable scheduling in the context of learning needs insights on teamwork throughout the scheduling process user friendly schedule templates within each chapter along with a reader s guide for professional development use this complete resource to overcome your scheduling challenges and advance learning throughout your school the authors do an excellent job of organizing the information in the context of current relevant research based best practices for all students as well as special populations plus supports and services that are on target for the challenges school schedulers face under current education accountability policies the inclusion of detailed examples and scenarios is icing on the cake michelle kocar administrator north olmsted city schools olmsted oh

i genuinely believe i have never taught mathematics better and my students have never learned more i just wish i had known all of this twelve years ago craig barton is one of the uk s most respected teachers of mathematics in his remarkable new book he explains how he has delved into the world of academic research and emerged with a range of simple practical effective strategies that anyone can employ to save time and energy and have a positive impact on the long term learning and enjoyment of students craig presents the findings of over 100 books and research articles from the fields of cognitive science memory psychology and behavioural economics together with the conversations he has had with world renowned educational experts on his mr barton maths podcast and subsequent experiments with my students and colleagues

what is history teaching now is a research informed handbook designed to provide practical guidance for history teachers and educators with differing levels of experience drawing upon the classroom practice and experience of a range of practitioners the book focuses upon key areas such as curriculum and assessment pedagogy communicating history and resources that support effective teaching and learning this book also provides practical ways to approach teaching topics such as diverse histories the british empire world history and environmental history practical

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Franz Kline's "Mahoning": Deconstructing a Masterpiece and Addressing Common Interpretative Challenges

Franz Kline's "Mahoning" (1956), a monumental work of Abstract Expressionism, continues to captivate and challenge viewers. Its bold black and white strokes, seemingly spontaneous yet meticulously planned, demand engagement beyond a superficial glance. Understanding "Mahoning" requires grappling with its compositional elements, its relationship to Kline's broader artistic development, and the cultural context of its creation. This article aims to address common questions and challenges encountered when interpreting this iconic work, providing a framework for deeper appreciation and critical analysis.

I. Understanding the Compositional Elements: Deconstructing the "Chaos"

The immediate impact of "Mahoning" is its seemingly chaotic energy. However, a closer examination reveals a carefully constructed structure underlying the apparent randomness. Scale and Gesture: The sheer size of the canvas (over 7 feet tall) significantly contributes to the painting's power. Kline's large–scale brushstrokes, executed with forceful energy, create a sense of dynamism and movement. These aren't merely haphazard marks; they're deliberate gestures imbued with a palpable physicality. Observe how the varying thicknesses and directions of the strokes create a sense of depth and rhythm. The Play of Black and White: The stark contrast between black and white is crucial. It eliminates the distractions of color, focusing the viewer's attention entirely on form, line, and the interplay of light and shadow. The white spaces are not simply empty; they actively participate in the composition, defining shapes and contributing to the

overall visual tension. They are as important as the black strokes, shaping the negative space. Underlying Structure and Implied Forms: While abstract, subtle hints of recognizable forms — perhaps industrial landscapes or figures — can be detected within the composition. Some interpret the vertical strokes as suggesting buildings or structures, while the horizontal strokes might evoke a sense of ground or horizon. This ambiguity is intentional, leaving space for individual interpretation. It's important to note that these suggestions are not literal representations but rather implied forms arising from the interplay of line and shape.

II. Kline's Artistic Journey and the Influence on "Mahoning"

Kline's path to his signature style wasn't linear. He initially worked in a representational style before transitioning to abstraction. This transition is crucial to understanding "Mahoning." From Representation to Abstraction: Kline's earlier works show a clear interest in figuration. However, his move towards abstraction wasn't a rejection of form but a transformation of it. He began to distill images down to their essential structural components, simplifying forms into bold strokes and stark contrasts. The Influence of Calligraphy: Kline's use of bold, sweeping brushstrokes often draws comparisons to calligraphy. The energy and fluidity of his marks suggest a sense of spontaneous creation, although the composition itself was meticulously planned. This interplay between apparent spontaneity and controlled execution is a hallmark of his work. The Mahoning Valley Connection: The title "Mahoning" refers to the Mahoning River Valley in Ohio, an area Kline knew and where industrial landscapes might have influenced his style. The vertical and horizontal strokes could be interpreted as referencing the structures and patterns of industrial environments. However, this interpretation isn't prescriptive; the power of "Mahoning" lies partly in its open–endedness.

III. Interpreting "Mahoning" within the Context of Abstract Expressionism

"Mahoning" is a powerful testament to Abstract Expressionism, a movement that emphasized gestural abstraction, emotional intensity, and the exploration of the unconscious. Gestural Abstraction: Kline's emphasis on the physical act of painting – the energy of the brushstroke – is a key feature of gestural abstraction. The viewer is not just looking at a painting but experiencing the artist's physical engagement with the canvas. Emotional Intensity: The power and scale of "Mahoning" convey a sense of raw emotion, energy, and perhaps even a hint of darkness. This emotional intensity is not explicitly stated but is conveyed through the forcefulness of the brushstrokes and the stark contrast between black and white. The Subjective Experience: Abstract Expressionism encourages subjective interpretation. There's no single "correct" reading of "Mahoning." The painting's open–ended nature allows viewers to connect with it on a personal level, drawing their own meaning from its visual elements.

IV. Conclusion: Embracing Ambiguity and Individual Interpretation

"Mahoning," in its stark beauty and expressive power, invites contemplation rather than definitive answers. Its seemingly chaotic energy resolves into a carefully orchestrated composition that speaks volumes about the artist's process and the movement it represents. By understanding its compositional elements, Kline's artistic development, and the context of Abstract Expressionism, we can engage with "Mahoning" on a deeper level, appreciating its complexities and celebrating its unique ability to inspire individual interpretations.

FAQs:

1. Is "Mahoning" truly abstract or are there hidden figures/landscapes? "Mahoning" is an abstract painting, but the artist's use of line and form can evoke suggestions of various elements, allowing for multiple interpretations without being representational. 2. What materials did Kline use for "Mahoning"? Kline primarily used oil paint on canvas for "Mahoning." The thickness of the paint is a key aspect of the painting's texture and visual impact. 3. How does the scale of "Mahoning" impact its effect on the viewer? The large scale contributes to the painting's overwhelming power and immersive quality. It physically engages the viewer, making the experience more visceral and emotionally charged. 4. What is the significance of the black and white palette in "Mahoning"? The absence of color focuses the viewer's attention on the interplay of light, shadow, and form, enhancing the impact of the brushstrokes and the overall composition. 5. How can I further my understanding of Franz Kline's work? Explore museum exhibitions featuring Kline's paintings, read biographies and art criticism about his life and work, and compare "Mahoning" with other works from his oeuvre to better understand his artistic evolution.

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