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Learning to Teach Using ICT in the Secondary School offers teachers of all subjects a comprehensive, practical introduction to the extensive possibilities that ICT offers pupils, teachers and schools. Underpinned by the latest theory and research, it provides practical advice and guidance, tried-and-tested examples, and covers a range of issues and topics essential for teachers using ICT to improve teaching and learning in their subject. The third edition has been fully updated in

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light of rapid changes in the field of both ICT and education and includes six brand new chapters. Key topics covered include: Theories of learning and ICT Effective pedagogy for effective ICT Using the interactive whiteboard to support whole class dialogue Special needs and e-inclusion Literacy and new literaciesNEW Multi-play digital games and on-line virtual worldsNEW Mobile learningNEW e-Safety Supporting international citizenship through ICTNEW Linking home and school ICT tools for administration and monitoring pupil progressNEW Tools for professional development. Including case studies and tasks to support your own learning, as well as ideas and activities to use with all your students, Learning to Teach Using ICT in the Secondary School is a vital source of support and inspiration for all training teachers as well those looking to improve their knowledge. If you need a guide to using ICT in the classroom or for professional support, start with this book.

This collection offers 29 essays by many of the world's major scholars of the extraordinary diversity and richness of Shakespeare studies today. It ranges from examinations of the society Shakespeare himself lived in, to recent films, plays, novels and operatic adaptations in Europe, Africa, Asia, Australia and the Middle East.

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This book explains how Information and Communications technology (ICT) has the potential to make a real improvement to teaching and learning across the curriculum in secondary schools. It illustrates a wide variety of ways in which ICT can be used to enhance learning, offering a fresh burst of inspiration for the busy secondary school teacher. The author takes a structured approach, ensuring that the reader is guided progressively through all the material in order to achieve the required standards for achieving Qualified Teacher Status, and also to continue their development in ICT to an advanced level. This book usefully:

- * analyzes all the common ICT tools and explains how teachers of each subject in the National Curriculum can exploit these tools for effective learning
- * explores how people can learn with ICT, how their skills develop, and how these skills can aid their learning
- * provides a framework for planning, analysing and evaluating teaching with ICT
- * offers a range of innovative tasks, resources and methods of assessment.

In the course of some research into the musical element in English poetry, Dr Wilson read the work of the Elizabethan sonneteers chronologically and was struck by a suspicion that Shakespeare's sonnets were parodies. Later she carried out a more thorough investigation, and this book, originally published in 1974, is the

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product: her early impressions had been justified beyond all expectation. Her investigation involved examining the background of each of Shakespeare's sonnets, and this in itself is a contribution to scholarship. A surprising number of them are shown to be direct parodies of particular sonnets; all of them guy the sonnet convention, and the more difficult ones are easily explained by this hypothesis. Fresh correspondences between Shakespeare and his predecessors have come to light and his relationship with them is seen to be mocking. This is demonstrated in his borrowings from Ovid also, while the opening seventeen sonnets gain point as parody of Erasmus on marriage. The book opens with a short note on the origin of the sonnet in song, chivalric love and Plato. The sonnet theme in Shakespeare's early comedies is treated freshly and the author throws light on the plays from a new angle. In the final chapter, among other themes, the implication of dating is considered, and here too some new material is discussed. However, Dr Wilson is aiming at a wider readership than that of scholars alone. She has a view of Shakespeare as a young man catering for "young-man laughter", as she puts it, and she never loses sight of this aspect in her study. Although the academic basis is there, the presentation is not academic. Her aim is clearly to share the joke with her readers.

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Teaching English Language Learners: Content and Language in Middle and Secondary Mainstream Classrooms is a user-friendly guide for planning, implementing, and assessing high-level, content-area instruction for English Language Learners. Starting with an overview of second language acquisition and the cultural variables that impact teaching and learning, this text goes on to detail planning strategies, units and lessons in the subject areas where it is most difficult to shelter content and scaffold language skills: middle and secondary Math, English Language Arts, History, and Science. Teaching English Language Learners will leave preservice teachers with a foundational understanding of how to purposefully structure, build, and present effective lessons for English Language Learners in these mainstream, content-area courses.

If you're a preservice teacher planning to teach the theatre arts, an in-service secondary teacher considering a foray into teaching theatre, or a theatre professional considering the classroom, there's a lot to learn. But you don't have to know everything to teach well from the start, you just need Theatre in the Secondary School Classroom. Theatre in the Secondary School Classroom is the trusty guide that every new theatre teacher will be grateful to have as a ready reference. It's not an encyclopedia on secondary theatre, but a

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collection of musts that every beginning instructor needs to know. Theoretical, practical, and friendly, Theatre in the Secondary School Classroom introduces key instructional methods and successful strategies, and works through the problems of practice that face all instructors, regardless of their experience. With discussions of finding appropriate spaces (both personal and physical), assessing students' learning, encouraging involvement, and more, you'll find the crucial information you need to hit the ground running. Patterson, McKenna-Crook, and Ellington provide numerous illustrations, model letters to parents, work samples, rubrics, checklists, and example test questions to show you precisely how the nitty-gritty of theatre education plays out. In addition each chapter contains suggested extension activities for students, Internet links to valuable resources and research materials, and experience-won hints on topics of specific interest to the new theatre teacher.

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