



Books

Rethinking University Teaching

Are learning technologies achieving their full potential for transforming the learning experience?

There have been extensive changes in the technologies available for learning over the last decade. These technologies have the potential to radically improve



با مجله های رشد آشنا شوید

مجله های رشد توسط دفتر انتشارات کمک آموزشی سازمان پژوهش و برنامه ریزی آموزشی وابسته به وزارت آموزش و پرورش تهیه و منتشر می شوند:

مجله های عمومی دانش آموزی

(به صورت ماهنامه و ۸ شماره در هر سال تحصیلی منتشر می شوند):

- + **رشد کودک** (برای دانش آموزان آمادگی و پایه ی اول دوره ی دبستان)
- + **رشد نوجوان** (برای دانش آموزان پایه های دوم و سوم دوره ی دبستان)
- + **رشد دانش آموز** (برای دانش آموزان پایه های چهارم و پنجم دوره ی دبستان)
- + **رشد نوجوان** (برای دانش آموزان دوره ی راهنمایی تحصیلی)
- + **رشد جوان** (برای دانش آموزان دوره ی متوسطه و پیش دانشگاهی)

مجله های عمومی بزرگسال

(به صورت ماهنامه و ۸ شماره در هر سال تحصیلی منتشر می شوند):

- + **رشد آموزش ابتدایی**، **رشد آموزش راهنمایی تحصیلی**، **رشد تکنولوژی آموزشی**، **رشد مدرسه فردا**، **رشد مدیریت مدرسه**، **رشد معلم**

مجله های اختصاصی

(به صورت فصلنامه و ۴ شماره در هر سال تحصیلی منتشر می شوند):

- + **رشد برهان راهنمایی** (مجله ریاضی برای دانش آموزان دوره ی راهنمایی تحصیلی)
- + **رشد برهان متوسطه** (مجله ریاضی برای دانش آموزان دوره ی متوسطه و پیش دانشگاهی)
- + **رشد آموزش قرآن**، **رشد آموزش معارف اسلامی**، **رشد آموزش زبان و ادب فارسی**، **رشد آموزش هنر**، **رشد مشاور مدرسه**، **رشد آموزش تربیت بدنی**، **رشد آموزش علوم اجتماعی**، **رشد آموزش تاریخ**، **رشد آموزش جغرافیا**، **رشد آموزش زبان**، **رشد آموزش ریاضی**، **رشد آموزش فیزیک**، **رشد آموزش شیمی**، **رشد آموزش زیست شناسی**، **رشد آموزش زمین شناسی**، **رشد آموزش فلسفه**، **رشد آموزش پیش دبستانی**

مجله های رشد عمومی و اختصاصی برای آموزگاران، معلمان، مدیران، مربیان و مشاوران مدارس، دانش آموزان مراکز تربیت معلم و رشته های دبیری دانشگاه ها و کارشناسان آموزش و پرورش تهیه و منتشر می شوند.

• نشانی: تهران، خیابان ایرانشهر شمالی، ساختمان شماره ی ۴ آموزش و پرورش، پلاک ۲۶۶، دفتر انتشارات کمک آموزشی.

• شماره: ۲۱-۸۸۳۰۱۳۷۸

• تلفن: ۲۱-۸۸۸۳۹۰۹۹

E_mail: info@roshdmag.ir • www.roshdmag.ir •



the way students engage with knowledge and negotiate ideas. However, this book argues that the promises made for e-learning will only be realised if we begin with an understanding of how students learn, and design the use of learning technologies from this standpoint.

This new edition has been updated in view of these advances and provides a sound theoretical basis for designing and using learning technologies in university teaching. The author argues that although the new learning technologies are not individually capable of matching the effectiveness of the one to one teacher, together they can support the full range of student learning, both efficiently and effectively. This book is essential reading for all academics and academic support staff concerned with improving the quality of teaching in Higher Education.

Diana Laurillard is Professor of Educational Technology and Pro-Vice Chancellor for Learning Technologies and Teaching at The Open University.

Reviews of the first edition:

“This text is relevant in a highly practical and useful way for the improvement and enhancement of teaching and learning in higher education.”

British Journal of Educational Technology



دانشگاه باز
The Open University

برگ اشتراک مجله های رشد

شرایط:

- ۱- پرداخت مبلغ ۷۰/۰۰۰ ریال به ازای هر عنوان مجله ای درخواستی، به صورت علی الحساب به حساب شماره ی ۳۹۶۶۲۰۰۰ بانک تجارت شعبه ی سه راه آزمایش (سرخه حصار) کد ۳۹۵ در وجه شرکت افست.
- ۲- ارسال اصل فیش بانکی به همراه برگ تکمیل شده ی اشتراک بپست سفارشی. (کپی فیش را نزد خود نگه دارید.)

* نام مجله های درخواستی :

.....

* نام و نام خانوادگی:

.....

* تاریخ تولد:

.....

* میزان تحصیلات:

.....

* تلفن:

.....

* نشانی کامل پستی:

.....

استان:

.....

شهرستان:

.....

خیابان:

.....

پلاک:

.....

* در صورتی که قبلاً مشترک مجله بوده اید نشانی اشتراک خود را بنویسید:

.....

امضا:

• شماره مشتری: ۷۷۲۳۶۶۵۵ - ۰۲۱-۷۷۲۳۶۶۵۶

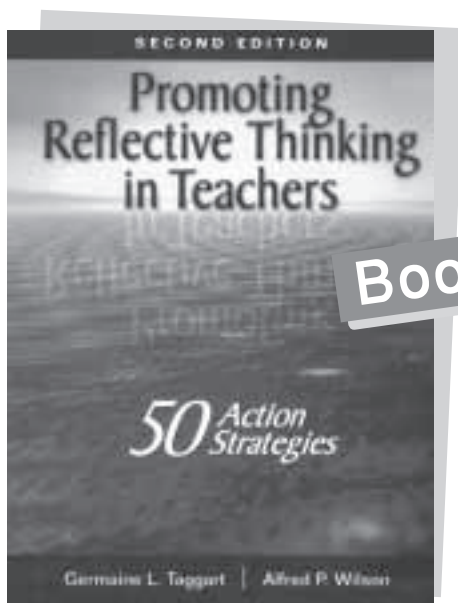
• صندوق پستی امور مشتریان: ۱۶۵۹۵/۱۱۱

• پیام گیر مجله های رشد: ۰۲۱-۸۸۳۰۱۴۸۲

• یادآوری:

• هزینه ی برگشت مجله در صورت خرابی و کامل نبودن تئانی و عدم حضور گیرنده، بر عهده ی مشترک است.

• مهلت شروع اشتراک مجله از زمان دریافت برگ اشتراک است.



Books



Promoting Reflective Thinking in Teachers

Author: Germaine L. Taggart & Alfred P. Wilson

This expanded version of the original bestseller integrates the latest research and technology with tried-and-true methods for boosting practitioners' reflective thinking skills. The tasks and tools provided have been specifically designed for facilitators of preservice and inservice teacher education, training, and development—giving them a time-saving blueprint of how to shape their adult learners into analytical and critical thinkers.

Attuned to the challenges surrounding teacher training, this easy-to-use guide outlines straightforward activities and concrete assessments that serve as constructive benchmarks for facilitators and teachers alike. It delivers 50 practical strategies for helping educators move through the levels of reflective thinking—from teacher roles, styles, attributes, and

observations through such far-reaching concerns as the moral and ethical considerations of teaching.

New to this second edition are strategies to:

- Strengthen electronic portfolios with reflective writing
- Optimize video as a self-assessment tool
- Access relevant resources on the Internet
- Tap into online peer mentoring
- Encourage reflection through learning communities

These field-tested methods will empower teachers with the knowledge, motivation, and self-assurance to become reflective educators, giving them the key to a more meaningful, and successful career, teaching all of our children to succeed.

merely reading and taking masses of knowledge by heart.

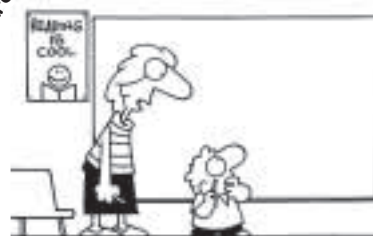
4. *The significance of using concrete objects or 'realia' becomes clearer; and etc.*

Can you think of more educational outcomes!? Send us your suggestions and we will publish them under your name. Good Luck!

No Comment? I

Take a look at this cartoon. Share your ideas with us and other colleagues of yours by writing to us at our email address; you can let your friends know what you think.

"There aren't any icons to click. It's a chalk board."



No Comment? II

This time we have decided to apply a tiny change in our ETFun by adding two "No Comment?" sections. Here is the second cartoon: your comments are interesting and can be challenging for your colleagues. Don't hesitate to let us know them!



References

http://en.wikipedia.org/wiki/Jean_Piaget

<http://webspace.ship.edu/cgboer/piaget.html>

Sternberg, R. J. (2004). Intelligence in Humans. In C. D. Spielberger (ED.), *Encyclopedia of Applied Psychology*, V. 2 (pp. 321-328). Amsterdam: Elsevier.

different periods of their lives consecutively:

1. Sensorimotor stage: from birth to age 2

In this stage, children resort to movement and five senses to explore and experience the world. In this stage, children see the world merely from their own viewpoints (egocentrism). The sensorimotor stage is further divided into six substages, which will be a long story to discuss!

2. Preoperational stage: 2 to 7

In this stage, one can notice children's thinking in their 'inner talks' and games. Also, egocentrism first reaches its peak and then weakens. In preoperational stage, children are still unable to logically think. In fact, their thinking is in its infancy!

3. Concrete operational stage: 7 to 12

In the third stage, as Piaget clarified, children are no more egocentric: they can see the world from other people's worldviews, too. Their imagination has broadened, and they can think logically to solve their problems although their thinking is very concrete; thus their logical thinking is possible mostly via practical aids.



4. Formal operational stage: from age 12 onwards

Now the child has become a grown up in terms of the cognitive development although a naïve one! He/she can now imagine and think logically without any help.

Although there are and have been various criticisms on Piaget's concepts and his framework, his ideas led to numerous fruitful investigational and new understandings of human cognitive development.

► How can Piaget's ideas be related to language teaching?

Well, I think it's quite clear now how Piaget's ideas can be implemented in language teaching, but to give you a couple of hints, here it goes:

- 1. In teaching children, there should be an order of the items presented based on the cognitive difficulty appropriate for the students.*
- 2. In materials development process, the above-mentioned points should also be considered.*
- 3. By knowing Piaget's ideas, learning becomes a matter of developing skills and not*

As a matter of fact, among his diverse contributions to psychology and education, his ideas on children's intellectual development are probably the most significant ones, which were and still are widely referred to in educational theories. In so doing, he studied thought-processing behaviors of especially young children and put his endeavors within a new area of science labeled as "genetic epistemology". Within this area of investigation, he came to understand many skills even infants resort to during the process of cognitive development. Here we introduce his ideas in two groups; first, different terms he used to name three aspects of children's cognitive development processes and second, his famous four stages of cognitive development.

A. Assimilation, accommodation, and equilibrium

According to Piaget, human beings assimilate new knowledge and, whenever appropriate, associate the new knowledge to those already stored. Therefore, if we have already developed an understanding (schema) of, say, simple past tense such as "*add -ed to the end of a verb and you will have its simple past tense, such as worked*", we tend to assimilate "*walk became walked*" to this rule as another instance for past tense.

The second process, accommodation, according to Piaget, is different from assimilation in that here one encounters a challenging phenomenon (such as *went* and *taught*), which is different from the previous ones already understood and cannot be located in any of the already structured schemata. Therefore, our mind changes its own structure to accommodate the new strange event. As a result, based on the new schema, "*some verbs have simple past tenses which do not follow the previous rule; thus they are irregular*".

Now, at some occasions, human beings have to apply both these practices by carrying out "a dynamic equilibrium between these two processes of assimilation and accommodation" (Sternberg, 2004, p. 325). This process helps individuals to develop a balance between their cognitive understandings and their environment. Piaget explained how this factor explained some children's fast progress with regard to logical intelligence compared with the others.



B. Piaget's four stages of cognitive development

Piaget's renowned idea on cognitive development includes four stages divided between certain ages. To Piaget, children develop certain skills and cognitive capabilities in

C. Where can I find my teaching aids?

Teaching aids are everywhere. As a matter of fact, everything you see and touch around you is a potential teaching aid. The only point you need to observe is to see to what extent that object can be appropriate to your teaching objective. Let me give an example: let's suppose your syllabus for your next session is teaching a tense, say past perfect. Apart from formal explanations or deductive and inductive methods of teaching this tense, you may want to make use of a teaching aid. Apparently, you can use many types of teaching aids, but this is your choice to choose one. One choice can be using a simple-plot short story in which some actions are presented in a sequence. You see!? We have already selected and discussed our teaching aid! As for this grammar point, you could also use pictures, but again, this is up to you to decide which teaching aid/method is most appropriate for your class. Therefore, to answer the question above, you can find your teaching aid anywhere; it only needs to be efficient.

These explanations are so brief and simple. Please do not hesitate to ask your questions regarding teaching aids. Also, if you have any idea which enriches the discussion, please send it to us. We will publish your ideas under your name. Good Luck!

Close Up!

As you remember, in our previous ETFun, due to space limitations we had to leave out our Close Up section. However, as promised, this time we will introduce Jean Piaget, a prominent figure of educational psychology, whose ideas, even after decades past his death, are still of great help to us.)

We hope you will enjoy this section, too.

Also, we would like to invite you to share your research on the famous figures of education, language teaching, and related fields. Please send us your emails at (etfun@roshdmag.ir). Your texts will be published under your name. We will be looking forward to hearing from you!

Jean Piaget

Born on August 9, 1896, Jean Piaget, one of the most influencing psychologists of the 20th century, began his academic career as early as 10, when he published his first and one-page article on his detection of a certain type of sparrow. He graduated from the University of Neuchâtel in 1918 and then started his research on intelligence and young children.





Teaching Tips

Everything about Teaching Aids

An inseparable assistant of every teacher is his/her teaching aids. Especially when you are in the classroom, and thirsty (if not hungry!) students are ready to grab every single sound your vocal cords are going to produce, you will be aidless without your teaching aids. Well, yes, there are many (unfortunately, as you know better than me, so many!) who step in and out of classrooms without using anything, but I should let you know that they are one hundred percent wrong. Those who deprive themselves from numerous benefits of using teaching aids face several problems such as 1) confusing themselves and students, 2) wasting precious class time, 3) most of the time, falling behind the schedule, 4) losing positive face in the eyes of students, and 5) encountering problems on the part of class management, not to mention failing to “teach”, which is wrong in terms of both morality and career responsibilities.

But, to cut the long story short, let us continue our discussion by asking three major questions:

A. What are teaching aids?

A very simple definition of the term is everything, every single instrument a teacher uses to facilitate teaching or to make the activity more efficient. If you ask “what instruments?”, I will tell you, “you name it!” Teaching aids can range from colorful crayons and books to pictures hung on the wall, to even students’ clothes, if you want to teach colors, for instance.

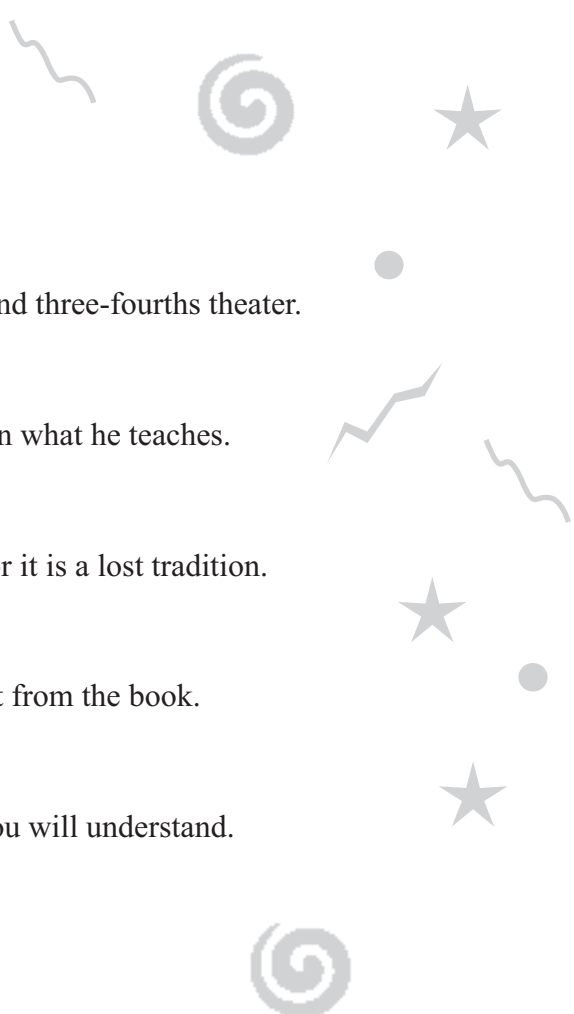
B. Why are teaching aids so important?

As excellent teacher assistants, teaching aids can be helpful in various ways. Sometimes you may need to ‘show’ a word, because it is an abstract one; then you need what is known as “realia”; you may have your books with you to remember what comes first, what comes next; your crayon can be used to show colors; whiteboard can be an excellent instrument to draw pictures, write unknown vocabularies, etc. If I say a teacher is paralyzed with his/her teaching aids taken away, I am not exaggerating. These instruments can be used, and are to be used, in every single moment of the class. Tell me, how would you let your students know what “heart” means? You may use your hands to draw a heart or point to your left chest: you are using your hands and your body as teaching aids! Good! Gail Godwin, novelist and short story writer (born June 18, 1937) says, “Good teaching is one-fourth preparation and three-fourths theater.”

- 
2. What does it mean to you to be a teacher? (sounds similar to questions 1, but it's different)
 3. When someone talks about a colleague who is a real “teacher”, what characteristics are you reminded of?
 4. How do you define yourself as a teacher in the institution (high schools/language institutes/universities) you are working?
 5. Can you possibly think of being a teacher without being affiliated to any of the institutions named above? Why?
 6. What characteristics make you feel different from:
 - a) a teacher of other subjects; e.g., a chemistry teacher, a math teacher, etc., and
 - b) other employees in other organizations, say an employee of a similar rank in an insurance organization?

Let's stop here for now!

Quotable Quotes



A trick is clever only once.

Yiddish Proverb

Good teaching is one-fourth preparation and three-fourths theater.

Gail Godwin

What the teacher is, is more important than what he teaches.

Karl Menninger

Teaching is not a lost art, but the regard for it is a lost tradition.

Jacques Barzun

The best teachers teach from the heart, not from the book.

Author Unknown

By learning you will teach; by teaching you will understand.

Latin Proverb

Whatever you want to teach, be brief.

Horace