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NEW YORK (AP) — Monday ' s return to New York City schools wasn ' t the one anyone planned for. For most, it wasn ' t a return at all. Only pre-kindergarten and some special education students ...

For most NYC students, back to school but not the ... - WTOP

About 42% of families have requested online-only instruction. All students were supposed to connect with teachers and classmates online in a three-day orientation starting Wednesday that will ...

Doubts persist at start of NYC ' s hybrid school year | WTOP

Hall became a middle school science teacher in the Bronx in part so his students would never have that same experience. But for years, he was the only black male teacher on staff — which came ...

New Directions in English Language Teaching: Issues, Practices, Challenges attempts to create a comprehensive vision of critical and culturally relevant English teaching methodologies at the cusp of the 21st century. The present book is multi-voiced. It includes perspectives from classroom teachers, teacher educators and researchers in language and literacy, positioned to respond to recent changes in national conversations about literacy, learning and assessment. These vividly situated authors also recognise the rapidly changing demographics in colleges, the changing nature of teaching English in the digital age, and increasing demands for teaching pedagogies. This book is critically placed at the juncture of numerous directions in novel techniques. At all times, education is a political act, and colleges are embedded with a socio-culture reality that benefits some at the expense of others. Therefore the approach advocated through many of the chapters is one of critical literacy where English students gain reading and writing skills and proficiency with digital technologies that allow them to become more able, discerning, and empowered consumers and producers of texts.

New Directions in Teaching English: Reimagining Teaching, Teacher Education and Research attempts to create a comprehensive vision of critical and culturally relevant English teaching at the dawn of the 21st century.

Bringing together a range of perspectives from tertiary language and culture teachers and researchers, this volume highlights the need for greater critical engagement with the question of language teacher identity, agency and responsibility in light of an ever changing global socio-political and cultural landscape. The book examines the ways in which various moral, ethical, and ideological dimensions increasingly inform language teaching practice for tertiary modern/foreign language teachers, both collectively as a profession but also at the individual level in everyday classroom situations. Employing a narrative inquiry research approach which combines brief autobiographical reflections with semi-structured interview data, the volume provides a comprehensive portrait of the processes ten teacher-researchers in Australia working across five different languages engage in as they seek to position themselves more purposefully within a critical, political and ethical framework of teaching practice. The book will serve as a springboard from which to promote greater understanding and discussion of the impact of globalisation and social justice corollaries within the field, as well as to mediate the gap between language teaching theory and practice, making this key reading for graduate students and researchers in intercultural communication, language teaching, and language teacher education.

This book reflects the changes in technology and educational trends (cross-disciplinary learning, entrepreneurship, first-year learning programs, critical writing requirements, course assessment, among

others) that have pushed theatre educators to innovate, question, and experiment with new teaching strategies. The text focuses upon a firm practice-based approach that also reflects research in the field, offering innovative and proven methods that theatre educators may use to actively engage students and encourage student success. The sixteen essays in this volume are divided into five sections: Teaching with Digital Technology, Teaching in Response to Educational Trends, Teaching New Directions in Performance, Teaching Beyond the Traditional, and Teaching Collaboratively or Across Disciplines. Study of this book will provoke readers to question both teaching methods and curricula as they consider the ever-shifting arts landscape and the potential careers for theatre graduates.

In the fall of 2009, the Fox network took a bold step in their primetime television lineup. Borrowing from the success of reality music performance shows like its own *American Idol*, the network introduced us to the students at McKinley High School, a fictional high school in Lima, OH, and home to the glee club known as the New Directions. The group is made up of freaks and geeks who feel the wrath of being “different.” The cool kids are hell bent on making life difficult for the students in glee club. Yet, because of the determination of Mr. Will Schuester, the club’s advisor, along with a few great songs, *Glee* has brought a new tone of inclusion to modern television and direct parallels can be seen between the experiences of the show choir members and what is happening in contemporary society. *Glee* has shown the importance of examining the intersections of pop culture and social issues; this text will encourage thinking on how effective the show has been beyond the screen. Essays provide critical analyses of the show, its characters, and its overall usefulness as a commentary on social issues. The show’s content often deals with subject matter that would lend easily to critique around such social issues as sexuality, bullying, interpersonal communication, conflict resolution, and family relationships. This text invites readers to examine the intersections between media, society, and the individual.

The first part of this book deals with specialized knowledge and its impact on LSP teaching; the second analyses the relation between teaching language for specific purposes and the processes of understanding; the third is dedicated to curriculum design.

Take an in depth look at discipline-centered learning communities. Using psychology as an example, this issue provides prescriptive advice for those interested in developing a learning community in any academic discipline or program. Learning communities are a powerful vehicle for creating and sustaining connections among students, faculty, and the curriculum, but creating one can be a challenge. By providing resources, practical case studies, and theoretical grounding, this volume can both inspire and guide faculty, staff, and administrators in meeting their pedagogical and curricular goals. Learn how the five types of learning communities—based curricularly, residentially, in the classroom, on the student themselves, and even virtually—can be used to enhance student engagement and learning. Illustrating the versatility of the practice across a wide range of settings, student populations, and institutional types, this issue also contains an extensive listing of resources that go beyond disciplinary boundaries and open possibilities for all in higher education. This is the 132nd volume of this Jossey-Bass higher education series. *New Directions for Teaching and Learning* offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers.

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