

Creating the Nonsexist Classroom

— A —
*Multicultural
Approach*

THERESA MICKEY McCORMICK
FOREWORD BY NEL NODDINGS

Creating The Nonsexist Classroom

Theresa Mickey McCormick



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Creating the Nonsexist Classroom Theresa Mickey McCormick,1994 Grade level 1 2 3 4 5 6 7 8 9 10 11 12 k p e i s t

Developing Multicultural Teacher Education Curricula Joseph M. Larkin,Christine E. Sleeter,1995-01-01 This book explores how to make teacher preparation more multicultural

Resources in Education ,1995-05

Instructional Strategies for Middle and Secondary Social Studies Bruce E. Larson,Timothy A. Keiper,2011-03-17 Written explicitly for pre service social studies teachers this exciting methods based text integrates an in depth look at seven distinct teaching strategies with appropriate management and assessment techniques

Adult Esl Trudy Smoke,2013-05-13 The essays in this book focus on political strategies pedagogical models and community programs that enable adult ESL learners to become vital members of North American society This is particularly important in our present time of contraction and downsizing in the education of non native speakers The authors represent a broad range of programs and perspectives but they all have in common the goal of enabling both faculty and students to become full participants in our society and thereby to gain control over their futures Readers of this book will develop an understanding of the ways in which innovative educators are creating strategies for maintaining language programs and services

Instructional Strategies for Middle and High School Social Studies Bruce E. Larson,2025-01-22 Instructional Strategies for Middle and High School Social Studies Methods Assessment and Classroom Management is an exciting methods based text that integrates appropriate management and assessment techniques with seven distinct teaching strategies for pre service social studies teachers This fully updated text includes new topics and assessment examples expanded discussions of the teaching methods and guidance on differentiating lessons for multiple learning levels Part 1 offers the foundations for teaching and learning in a social studies classroom and explores contextual theoretical and policy factors that all teachers need to consider before entering the learning environment Part 2 delivers a range of comprehensive strategies for providing instruction that is appropriate for meeting learning targets helping all students learn and fostering a classroom learning environment Features of the third edition include A list of goals before each chapter presenting an overview of the chapter s content focus and providing an outline for the chapter review New discussions of emerging topics such as generative artificial intelligence AI remote learning social and emotional learning social media culturally responsive teaching and culturally sustaining pedagogies Expanded discussion of diversity equity inclusion and justice anti biased teaching and student identities including LGBTQ racial and ethnic identities A Reality Check feature providing directions for integrating field based experiences into the chapters and contextualizing the ideas in the book for a classroom setting Each chapter in Part 2 Chapters 5 11 has been expanded to include ideas for motivating students to learn and advice around supporting emerging multilingual learners Chapters 5 11 include the feature Making Your Lesson More Meaningful for Multilingual Learners which provides updated ideas based on current research and theories about learning language for engaging multilingual learners specific for each

instructional strategy Expanded discussion of Inquiry Learning and the Inquiry Design Model IDM New examples of assessments and suggestions for differentiating instruction for different learning levels Combining learning theories with practical strategies this fully updated new edition is the go to all inclusive guide to the social studies classroom for pre service and in service teachers Online Support Materials include additional lesson plan and unit plan examples additional information about the Inquiry Design Model state requirements for the social studies and further reading suggestions

Instructional Strategies for Middle and High School Bruce E. Larson, 2023-06-22 Instructional Strategies for Middle and High School is an accessible practical and engaging methods textbook that introduces pre service teachers to various instructional strategies and helps them to decide how and when to use these methods in the classroom Classrooms are comprised of diverse learners and aspiring teachers will face complex decisions about student assessment This book offers practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy Key features include Clear step by step descriptions of six instructional techniques that pre service teachers can realistically implement within the classroom setting and videos of these strategies being employed in actual middle school classrooms Practical suggestions for ways to integrate effective classroom management and valid assessment techniques with each instructional strategy Concrete examples to illustrate each concept or teaching method described Guidelines for deciding which instructional methods are most appropriate to different classroom situations and for diverse learners including Teaching with Technology and Teaching English Language Learners features now included in every chapter This book equips pre service teachers with the methodological tools to promote understanding conceptual awareness and learning for every student Updated and fully comprehensive online support materials with both student and instructor resources offer real world applications of strategies classroom assessment and management Resources include videos lesson templates review questions state standard assessments and more

Women's Work Ellen Cole, Esther D Rothblum, Donna M Ashcraft, 2013-04-03 While most women s studies texts function topically as readings for courses and general use Women s Work A Survey of Scholarship By and About Women takes a broad spectrum of women s disciplines psychological artistic religious and philosophical and gives you a diverse interdisciplinary view of this important and ever expanding field of study in one accessible volume You ll see that women are leading the world into the twenty first century in such areas as education business health and science You ll also find your appreciation for the current developments in women s studies increase as you see how far reaching and multifaceted this crucial discipline really is Women s Work avoids the compilations of topical readings that tend to bog down typical women s studies courses and explores the different disciplines that continue to make this field central to the development of the academic world community You ll find your perspective on women s studies expand and take on new meaning as you delve into these and other areas feminist approaches to research the lack of women in science and feminist critiques of science women and health psychology and discussions on sex differences sex similarities

and gender roles communication differences between men and women women in literature art history and metaphysics Judeo Christian religions and goddess religions This comprehensive compendium has something for everyone interested in the massive contribution that women have made and will continue to make in all areas of human development All readers especially women s studies scholars professors students and informed members of the general public looking for an excellent up to date resource concerning the general direction of feminist disciplines today will definitely want a copy of Women s Work *A Handbook for Workshops on Sex Equality in Education* Mary Ellen Verheyden-Hilliard,1976 **Ourselves as Students** Kaaren Ancarrow,1996 These essays by Old Dominion University students deal with two questions What impact do their own race class gender and ethnic identities have upon them as students How do their culture and the university culture interact to affect their ability to learn The focus of these essays is on the overlap between the students identities as students and their identities based on gender race class and ethnic origin The project began as an assignment in a women s studies class at Old Dominion University in 1993 when students in a mixed graduate and undergraduate course were asked to write a brief analysis of themselves as students accounting for the impact of gender race and social class on what they studied what they heard in class how they were treated in the classroom how they treated others there and what their level of comfort in the university was Invited to add other variables such as religion nationality age sexual orientation or disability if they considered these significant to their identities as students the students were urged to consider not only the disadvantages these various identities gave them but also the privileges and advantages The resulting essays stimulated great interest in what students had to say and led to the formation of The Broad Minds Collective made up of four students from the class as well as its instructor which set about the task of soliciting and collecting additional essays Although most essays contain overlapping themes the editors detected four motifs that encompass virtually every essay included in the book In the section Cultural Perceptions and Assumptions students show their awareness of how culturally defined categories affect education Essays in Belonging and Alienation in the Classroom discuss the students level of comfort in the classroom and the degree to which they feel they belong at the university The essays in Making Sense of Our Lives Through Education reveal the students use of education to learn more about the forces that shape them In Search of an Education highlights students efforts to wrest what they feel they need from a college education Rather than presenting a multicultural educational theory or conducting a sterile sociological study The Broad Minds Collective has allowed students to speak for themselves Abstraction is replaced by stories of personal conflict struggle and victory *Failing at Fairness* Myra Sadker,David Sadker,2010-05-11 Failing at Fairness the result of two decades of research shows how gender bias makes it impossible for girls to receive an education equal to that given to boys Girls learning problems are not identified as often as boys are Boys receive more of their teachers attention Girls start school testing higher in every academic subject yet graduate from high school scoring 50 points lower than boys on the SAT Hard hitting and eye opening Failing at Fairness should be read by every parent especially

those with daughters Teaching: Dilemmas, Challenges & Opportunities Robyn Ewing, Lisa Kervin, Christine Glass, Brad Gobby, Rosie Le Cornu, Susan Groundwater-Smith, 2019-09-26 We have not sought in this book to define best practice for you but have rather challenged you to think about ways in which to teach intelligently insightfully and respectfully How does a teacher deal with a student's challenging behaviour in the classroom Is it fair to adopt information and communication technologies that favour students who have access to sophisticated devices such as tablets in their own home How during the professional experience is an education student to act when his or her beliefs about learning are not congruent with those of the supervising teacher Should students be grouped in terms of their ability These and many more issues arise daily in our early childhood primary and secondary learning environments Teaching 6e takes a holistic approach to classroom teaching and learning It considers the complexities and opportunities embedded in meeting learners' needs in diverse and ever-changing contexts It encourages pre-service teachers to become active learners of teaching how to think like teachers and to consider the fundamental aspects of teaching It directs pre-service teachers to useful teaching resources in text in references and online Case studies and reflection opportunities encourage pre-service teachers to consider their own strengths and issues the diversity of learning styles in their students their school and wider community as well as government and ethical requirements It raises student awareness of what it really means to teach and how they can do it Students will continue to refer to this well researched and easy to use text throughout their qualification in their professional placement and into their teaching career Handbook for Achieving Gender Equity Through Education Susan S. Klein, Barbara Richardson, Dolores A. Grayson, Lynn H. Fox, Cheris Kramarae, Diane S. Pollard, Carol Anne Dwyer, 2014-05-22 First published in 1985 the Handbook for Achieving Gender Equity Through Education quickly established itself as the essential reference work concerning gender equity in education This new expanded edition provides a 20 year retrospective of the field one that has the great advantage of documenting U S national data on the gains and losses in the efforts to advance gender equality through policies such as Title IX the landmark federal law prohibiting sex discrimination in education equity programs and research Key features include Expertise Like its predecessor over 200 expert authors and reviewers provide accurate consensus research based information on the nature of gender equity challenges and what is needed to meet them at all levels of education Content Area Focus The analysis of gender equity within specific curriculum areas has been expanded from 6 to 10 chapters including mathematics science and engineering Global Diversity Focus Global gender equity is addressed in a separate chapter as well as in numerous other chapters The expanded section on gender equity strategies for diverse populations contains seven chapters on African Americans Latinas/os Asian and Pacific Island Americans American Indians gifted students students with disabilities and lesbian gay bisexual and transgender students Action Oriented All chapters contain practical recommendations for making education activities and outcomes more gender equitable A final chapter consolidates individual chapter recommendations for educators policymakers and researchers to achieve gender equity in and through

education New Material Expanded from 25 to 31 chapters this new edition includes more emphasis on male gender equity and on sexuality issues special within population gender equity challenges race ability and disability etc coeducation and single sex education increased use of rigorous research strategies such as meta analysis showing more sex similarities and fewer sex differences and of evaluations of implementation programs technology and gender equity is now treated in three chapters women s and gender studies communication skills relating to English bilingual and foreign language learning and history and implementation of Title IX and other federal and state policies Since there is so much misleading information about gender equity and education this Handbook will be essential for anyone who wants accurate research based information on controversial gender equity issues journalists policy makers teachers Title IX coordinators equity trainers women s and gender study faculty students and parents

Multicultural Education James A. Banks, Cherry A. McGee Banks, 2010 Multicultural Education is a reader which helps educators understand the concepts paradigms and explanations needed to become more effective practitioners in culturally racially and language diverse classrooms *Where Do We Go from Here?* Jane E. Neapolitan, Terry R. Berkeley, 2006 Textbook

Gender Development Judith E. Owen Blakemore, Sheri A. Berenbaum, Lynn S. Liben, 2013-05-13 This text offers a unique developmental focus on gender Gender development is examined from infancy through adolescence integrating biological socialization and cognitive perspectives The book s current empirical focus is complemented by a lively and readable style that includes anecdotes about children s everyday experiences The book s accessibility is further enhanced with the use of bold face to highlight key terms when first introduced along with a complete glossary of these terms All three of the authors are respected researchers in divergent areas of children s gender role development and each of them teaches a course on the topic The book s primary focus is on gender role behaviors how they develop and the roles biological and experiential factors play in their development The first section of the text introduces the field and outlines its history Part 2 focuses on the differences between the sexes including the biology of sex and the latest research on behavioral sex differences including motor and cognitive behaviors and personality and social behaviors Contemporary theoretical perspectives on gender development biological social and environmental and cognitive approaches are explored in Part 3 along with the research supporting these models The social agents of gender development including children themselves family peers the media and schools are addressed in the final part Cutting edge and comprehensive this is the perfect text for those who have been searching for an advanced undergraduate and or graduate book for courses in gender development the psychology of sex roles and or gender and or women or men taught in departments of psychology human development and educational psychology Although chapters have been designed to be read sequentially a full author citation is included the first time a reference is used within an individual chapter rather than only the first time it is used in the book making it easy to assign chapters in a variety of orders This referencing system will also appeal to scholars interested in using the book as a resource to review a particular content area

Fairness Suzanne Pryga,1999 **Children Today** ,1977 **Women's Studies Quarterly (28: 3-4)** Nancy Hoffman,Nitza Hidalgo,Ellen Silber,2000 Groundbreaking volume provides positive strategies for eliminating gender bias in middle school and high school classrooms *Resources in Women's Educational Equity* ,1979 Literature cited in AGRICOLA Dissertations abstracts international ERIC ABI INFORM MEDLARS NTIS Psychological abstracts and Sociological abstracts Selection focuses on education legal aspects career aspects sex differences lifestyle and health Common format bibliographical information descriptors and abstracts and ERIC subject terms used throughout Contains order information Subject author indexes

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