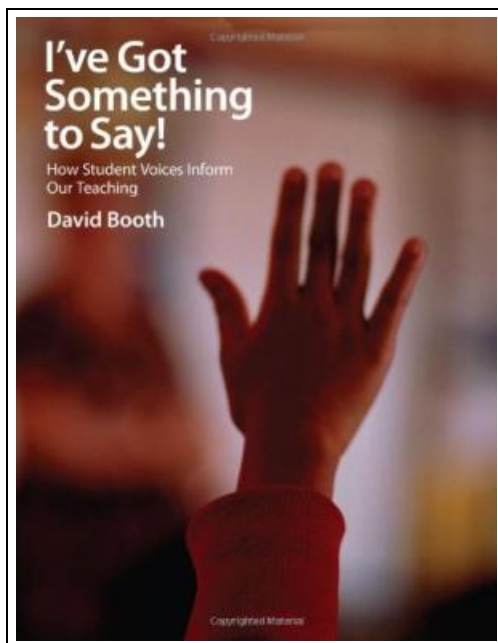


I've Got Something to Say: How Student Voices Inform Our Teaching



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Reviews

It is one of the best books. Better than ever, though I am quite late in starting to read this one. You won't feel monotony at any moment of the time (that's what catalogues are for regarding in the event you check with me).
(Dr. Kristin Dickens)

I VE GOT SOMETHING TO SAY: HOW STUDENT VOICES INFORM OUR TEACHING



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Pembroke Publishing Ltd, Canada, 2013. Paperback. Book Condition: New. 274 x 211 mm. Language: English . Brand New Book. This remarkable book argues that by listening to and interacting with students, teachers can more effectively support successful learning. Classrooms where student voices count encourage students to be more engaged and to connect to issues that will affect their education. In this timely book, teachers will learn how to inspire students to buy into their own learning by giving them a voice in determining, organising, structuring, and responding to what is happening in the classroom. The book recognises the importance of including student voices and choices in exploring topics or texts of relevance, substance, and interest. Throughout the book, transcripts from significant children s classroom dialogues and conversations elaborate on a huge variety of classroom interactions. The book covers the nitty-gritty of creating a powerful classroom that reflects a community of voices, values story makers, and nurtures group interactions. It offers unique ways of recognizing voices though imagining, constructing and composing. The book maintains that when students care and are engaged, they are better able to approach each text they meet critically and creatively. Classrooms where student voices count are a first step towards meaningful citizenship. Students will recognize when they have voice as participating citizens, when they are marginalized, and what they can do about being heard. I ve Got Something to Say offers practical strategies that will engage students in thoughtful dialogue and discussion as a class, in groups and with partners. These opportunities will challenge the students personal thinking and that of their peers in meaningful ways, so that they are constantly reflecting on their learning. The book aims to increase, alter, modify, and deepen student understanding through collaborative and cooperative classroom events.



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