

Book Review

2022 EDUCAUSE Horizon Report. Teaching and Learning Edition

K. Pelletier, M. McCormack, J. Reeves, J. Robert, N. Arbino, et al.

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Desde hace ya muchos años, EDUCAUSE Horizon Report® emite informes anuales en los que perfila las tendencias clave y las tecnologías emergentes que permiten vislumbrar el estado actual y futuro de la educación superior, analizando diferentes escenarios y sus posibles implicaciones. Aquí comentaremos el informe más reciente: 2022 EDUCAUSE Horizon Report | Teaching and Learning Edition, elaborado por un panel de 57 expertos en educación superior procedentes de diferentes partes del mundo.

El resumen ejecutivo de este informe pone el foco en los cambios acontecidos en la educación después de estos dos años de pandemia. Nuestro modo de pensar y de comportarnos, así como la forma de estructurar nuestras vidas y compartir lugares y espacios, han cambiado considerablemente. En educación superior, estos cambios se han reflejado en una evolución de los modelos "reactivos" o "de emergencia" que se utilizaron inicialmente durante las circunstancias excepcionales que nos tocó vivir, hacia unos modelos diferentes y sostenibles a futuro, que en algunos casos difieren bastante de lo que se hacía anteriormente. En este informe, un grupo de expertos internacionales analizan las tendencias futuras en diferentes aspectos de la enseñanza y aprendizaje en educación superior. Muchas de las discusiones y planteos que surgieron entre este grupo de expertos sugieren que estos cambios han venido para quedarse, y que ya no hay retorno a lo que era "normal" para muchas instituciones. Este informe resume los resultados de esas discusiones y nominaciones y sirve como un punto de vista sobre hacia dónde puede dirigirse nuestro futuro.

El informe divide los contenidos en 4 secciones principales: **Tendencias**, donde se analizan las líneas más relevantes a tener en cuenta en el futuro, desde el punto de vista social, tecnológico, económico, medioambiental y político, **Tecnologías y prácticas clave** que se considera que tendrán un impacto significativo en la enseñanza y aprendizaje en la educación superior, **Escenarios** alternativos que podrían darse en los futuros 10 años, e **Implicaciones** sobre qué deberíamos hacer a partir de ahora.

A continuación se comenta cada uno de estas 4 secciones, explicando el enfoque global y dando una pincelada breve a los temas abordados en cada punto.

1- Tendencias: Explorando el horizonte

El primer capítulo del informe describe las tendencias que darán forma al futuro de la enseñanza y el aprendizaje en la educación superior a nivel mundial. Las tendencias se engloban en 5 categorías principales: Social, Tecnológica, Económica, Medioambiental y Política, dentro de cada una de las cuales se identificaron las 3 líneas de tendencias futuras que se detectaron como las más relevantes para el futuro próximo:

- **Sociales:** Dado que la enseñanza es una práctica social, y que las experiencias de aprendizaje en educación superior se ven altamente influenciadas por las personas, las instituciones y el contexto social, es indispensable tener en cuenta los cambios y las tendencias en el marco social. Las tendencias consideradas más importantes son:
 - o Enseñanza híbrida y online
 - o Aprendizaje basado en competencias
 - o Trabajo remoto
- **Tecnológicas:** Debido a las necesidades detectadas durante la pandemia, las instituciones están incorporando nuevas tecnologías que permitan experiencias de aprendizaje más flexibles y adaptables. Cuáles son las tecnologías concretas y cómo se implantan en cada institución, son cuestiones a definir para el futuro próximo. Sin embargo, ya se han detectado como tendencias más relevantes, las siguientes:

Report Of The Teaching And Learning In 2020 Review Group

Lisa Baldwin



Report Of The Teaching And Learning In 2020 Review Group:

2020 Vision, 2007 **Cognitive and Emotional Processes in Web-Based Education: Integrating Human Factors and Personalization** Mourlas, Constantinos, Tsianos, Nikos, Germanakos, Panagiotis, 2009-05-31 This book presents theories and practical frameworks to assist educators and trainers in developing e learning applications Provided by publisher

Engaging Pupil Voice to Ensure that Every Child Matters Rita Cheminais, 2008 This resource features step by step advice photocopiable checklists and templates with suggestions for further activities in relation to engaging enhancing and empowering pupil voice **How to Achieve Your QTS** Neil Denby, 2008-05-19 This accessible book is an essential companion for students on an initial teacher training course The book guides the reader through the new QTS standards required to teach and includes coverage of recent legislation such as Every Child Matters This user friendly guide includes group exercises and key reading to help give students the confident start they need in the classroom There is also an accompanying website for the book which includes effective lesson plans *Taking Responsibility for Learning and Teaching* Chris Turner, 2012-02-23 Although this book draws on theoretical principles and research it is a practical guide to leading the learning in schools Provided by publisher **Teaching and Training in Lifelong Learning** Andy Armitage, 2012-03-01 This volume examines key areas in post compulsory education through topical discussion practical exercises theory reading analysis information and examples of student work *Education and social justice in a digital age* Rosamund Sutherland, 2014 This book proposes an approach to changing the educational system in order to redress inequalities in society whilst at the same time acknowledging the potential transformative role of digital technologies

Using Talk Effectively in the Primary Classroom Richard Eke, John Lee, 2008-01 Drawing on their research into the quality quantity and type of talk that happens in the everyday primary classroom the authors offer insights into the most effective ways of using talk to improve teaching and learning They consider broad classroom based issues such as what is important about talk what children know about talk when they get to school the voice of authority and the voice of the learner whole class teaching for diversity the experience of boys and girls and children with special needs using talk in the Literacy and Numeracy Hours using talk in science and ICT Packed full of quotes from teachers and pupils in action this innovative guide presents a range of practical ways that teachers can develop their interactions with their pupils to raise standards in all primary schools *Perspectives on Play* Avril Brock, Sylvia Dodds, Pam Jarvis, Yinka Olusoga, 2013-09-13 This book presents a review and critical analysis of research in the field whilst exploring development in the early childhood years from a broad range of multi disciplinary perspectives Brock s approach will offer a dynamic perspective on the practice of play that will rival existing texts currently on the market it will be a valuable asset for any student studying for an Early Childhood Childhood or Education Studies degree *Primary Professional Studies* Alice Hansen, 2018-06-04 Primary teacher training is challenging Trainees must be prepared to consider teaching in innovative ways while remaining focused on the unchanging

requirements of children's learning The fourth edition of this popular core book supports trainee teachers working towards primary QTS who need to take account of the diverse aspects of primary professional studies This is a comprehensive core text for the primary professional studies module It begins with an exploration of the curriculum and reviews the current curriculum The text moves on to look at The Developing Child encouraging students to focus on child centred teaching and learning and explores the needs and learning journeys of all children The fourth edition includes new chapters on technology and learning mindfulness in the classroom reflective practice and completing research and writing assignments for primary teacher training

Teaching in Post-14 Education and Training Andy Armitage, 2016-02-16 Teaching in Post 14 Education Training provides a skilfully balanced mix of essential theory and practical guidance to support you if you are studying an education and training qualification It covers fundamental background information such as key philosophies and concepts current policy and practice key thinkers and ideas and includes a useful chronology More importantly it also provides the tools to help you approach the classroom with confidence covering fundamental issues such as teaching and learning assessment resources and course design Through its pedagogical features the book also offers you opportunities to pause and reflect as well as practical exercises templates and examples of student work Key features of this new edition include Links to the latest Professional Standards for Teachers and Trainers Updating of the legislative and policy context Supporting learning with technology Planning for equality and diversity Embedding language and literacy This is the definitive textbook on teaching learning and assessment for those training to work in the post 14 sector

Overcoming Fragmentation in Teacher Education Policy and Practice Brian Hudson, 2017-04-06 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education The need for greater coherence between the different aspects of teacher education has long been recognised The universitization of initial teacher education is sometimes perceived as widening the gap between theory and practice In many countries there is no firm alignment between initial teacher education induction and continuing professional development Teacher education drivers are related to national systems and represent conflicting forces on teacher education institutions Neoliberal policy initiatives have resulted in greater fragmentation This book considers these issues in an international context and aims to identify directions for future research in relation to teacher education policy and practice

Developing Professional Practice 7-14 Viv Wilson, Sue Kendall-Seatter, 2013-11-04 Developing Professional Practice 7 14 provides a thoroughly comprehensive and cutting edge guide to developing the necessary knowledge skills and understanding for teaching within the 7 14 age range This book is designed to guide you through your initial teacher training programme and on into the early stages of your career with the aim of stimulating and supporting you in the process of developing your practice A range of pedagogical features are provided in each chapter to encourage reflection interaction and debate Over to you features pose questions that will encourage you to examine your own knowledge understanding and

practical skills Working in the Classroom features will help you to envisage how the material covered might impact on your classroom practice Case studies offer extended examples that help illustrate core concepts and theories in action Controversy features provide in depth discussion of issues that are ongoing causes for debate Research briefing boxes explore recent research studies and explain their bearing on day to day practice Additional resources and support are provided via the Developing Professional Practice companion website www.pearsoned.co.uk/714 where you can access additional self study questions case studies interactive chapter by chapter tutorials interviews with practitioners and students and a glossary of key terms Developing Professional Practice 7 14 is essential reading for anyone training to teach in primary or secondary schools as well as those specialising in the middle years specifically It will also prove an invaluable resource for all those already in the early stages of their careers

Leading English in the Primary School Lisa Baldwin, 2018-10-12 *Leading English in the Primary School* is a comprehensive guide for both aspiring and experienced leaders of primary English It supports you in navigating your way through the role and offers practical guidance to help you develop a clear understanding of how to improve the teaching of English in your school Written by experts with extensive experience of both leadership and the primary classroom it explores skills required for effective subject leadership while continually considering the specific implications for English With action and reflection points throughout the book it offers a detailed introduction to the role of the English subject leader implementing strategy and vision adapting to new educational policy methods for leading teaching and learning how and why leaders evaluate and monitor progress contemporary changes to the curriculum Rich case studies reveal how schools lead English in practice and provide real life examples of English subject leaders decision making processes and actions Grounding the subject leader role in the current curriculum *Leading English in the Primary School* is a source of advice support and inspiration for all professionals embracing the complex challenging yet fulfilling role of Primary English Leader

Information Technology and Managing Quality Education Arthur Tatnall, Omponye Coach Kereteletswe, Prof. Adrie Visscher University of Twente, 2011-03-11 This book constitutes the refereed post proceedings of the 9th IFIP WG 3 7 Conference on Information Technology in Educational Management ITEM 2010 held in Kasane Botswana in July 2010 The 22 revised full papers presented were carefully reviewed and selected The papers cover a wide range of topics addressing the utilization of ICT at different levels of education from primary education to higher education such as identifying and satisfying learning needs strategical management school management information systems open source software and the relationship between ICT and organizational performance

Education and the Family Leon Feinstein, Kathryn Duckworth, Ricardo Sabates, 2008-06-30 An analysis of the role of policy in challenging self perpetuating social advantage in education This book takes the view that policy mechanisms are an essential part of overturning the persistence of social class differences and barriers to equality of opportunity

Learning to Teach Design and Technology in the Secondary School Gwyneth Owen-Jackson, 2013-01-11 Design and technology is a subject that

interests and excites most young people It requires them to work both practically and theoretically to investigate and research design plan make and evaluate It encourages creativity decision making and problem solving as pupils get to grips with real needs and real products Design and technology covers work with electronics food materials such as wood metal plastics and textiles and requires the development of graphical skills practical skills and theoretical knowledge and understanding Learning to Teach Design and Technology in the Secondary School second edition aims to help student teachers develop their subject knowledge and professional knowledge and skills It looks at the theory underpinning important issues and links this to practice in the classroom Fully updated to take account of changes in the curriculum there are new chapters on teaching graphics 14 19 vocational qualifications and cross curricular links to literacy numeracy citizenship and sustainability There are also chapters on design and technology in the school curriculum developing areas of subject knowledge the importance of health and safety the use of ICT in the teaching of design and technology planning lessons managing the classroom assessment issues the integration of citizenship and sustainability into design and technology your own professional development Bringing together insights from current educational theory and the best contemporary classroom teaching and learning this book will prove an invaluable resource in enhancing the quality of initial school experience for the student teacher

Imperfect Leadership Steve Munby, 2019-07-09 In Imperfect Leadership A book for leaders who know they don't know it all Steve Munby eloquently reflects upon and describes a leadership approach that is strong on self awareness and positive about the importance of asking for help Foreword by Michael Fullan When asked to describe his own leadership style Steve uses the word imperfect This is not something he apologises for he feels imperfect leadership should be celebrated Too often we are given examples of leaders who are put on some kind of pedestal lauded as superheroes who have it all worked out and are so good at what they do that nobody else can come close This book is the antidote to that flawed perception Imperfect Leadership is an honest reflection upon leadership It is about Steve's journey covering his highs and lows and ultimately how he learned to refine and improve his leadership It is about messy trial and error butterflies in the stomach leadership and about thoughtful and invitational leadership and the positive impact it can have At the heart of the book are edited highlights of the 12 keynote speeches delivered to increasingly large audiences of school leaders between 2005 and 2017 These speeches delivered at the Seizing Success and Inspiring Leadership conferences form the structure around which Steve's story and insights are wrapped Steve's account covers some fundamental shifts in the English education system over this 12 year period and describes how school leaders altered their leadership as this context changed Furthermore it delves into how his own leadership developed as his personal context changed and explores how the notion that a leader needs to be good at all aspects of leadership is not only unrealistic but is also bad for the mental and physical health of leaders and will do nothing to attract new people into leadership positions Ultimately Steve hopes that as you read this book you will see the value of imperfect leadership and of the positive impact it

can make For those reading it who have yet to step up into leadership his sincere wish is that it will encourage and empower aspirational leaders rather than discourage them Suitable for all those in or aspiring to leadership positions in education

Education for Sustainable Development in Further Education Denise Summers,Roger Cutting,2016-08-20 This book will enable teachers and managers in the post compulsory sector to consider a range of approaches to embed Education for Sustainable Development ESD in their practice in the post compulsory sector There will be the opportunity to consider key debates useful links and suggested reading to encourage further investigation and development of practice Fundamentally this book aims to empower teachers to critically analyse ESD through their own subject specialisms engage in the debate and learn with their students Democratic and participative approaches introduced will help readers to question traditional transmissive styles of teaching and learning and move on to the radical and transformative approaches required to embrace ESD Therefore this book whilst including illustrative examples will encourage the reader to look at their own subject specialisms practice interests and those of their students to co construct a curriculum that embeds ESD

The Cambridge Primary Review Research Surveys Robin Alexander,Christine Doddington,John Gray,Linda Hargreaves,Ruth Kershner,2012-08-06 The Cambridge Primary Review Research Surveys is the outcome of the Cambridge Primary Review England s biggest enquiry into primary education for over forty years Fully independent of government it was launched in 2006 to investigate the condition and future of primary education at a time of change and uncertainty and after two decades of almost uninterrupted reform Ranging over ten broad themes and drawing on a vast array of evidence the Review published thirty one interim reports including twenty eight surveys of published research provoking media headlines and public debate before presenting its final report and recommendations This book brings together the twenty eight research surveys specially commissioned from sixty five leading academics in the areas under scrutiny and now revised and updated to create what is probably the most comprehensive overview and evaluation of research in primary education yet published A particular feature is the prominence given to international and comparative perspectives With an introduction from Robin Alexander the Review s director the book is divided into eight sections covering children s lives and voices school home and community children s development learning diversity and needs aims values and contexts for primary education the structure and content of primary education outcomes standards and assessment in primary education teaching in primary schools structures and processes teaching in primary schools training development and workforce reform policy frameworks governance funding reform and quality assurance The Cambridge Primary Review Research Surveys is an essential reference tool for professionals researchers students and policy makers working in the fields of early years primary and secondary education

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