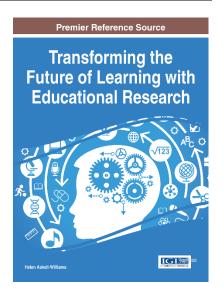
Transforming the Future of Learning with Educational Research

Series: Advances in Educational Technologies and Instructional Design

Editor: Helen Askell-Williams (Flinders University, Australia)



Description:

The field of education is a vital component of today's society, enriching and facilitating the attainment of new knowledge. Progress continues to be achieved in this area as new methods are envisioned that increase education's value.

Transforming the Future of Learning with Educational Research brings together diverse perspectives that underscore the importance of research practices toward the enrichment of teaching.

Readers:

Highlighting themes of learning, diversity, education communities, and student wellbeing, this book is an essential reference source for teacher educators, researchers, teaching practitioners, and professionals interested in the value of research within the field of education.

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Topics Covered:

- · Community Involvement
- Rural Education
- School Curriculums

- School Leadership
- · Social-Emotional Learning

Sport LiteracyStudent Cognition



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SECTION 1: LEARNING

Chapter 1

Changes in students' cognitive and metacognitive strategy use over five years of secondary schooling Helen Askell-Williams (PhD) and Michael J. Lawson (PhD)

School of Education, Flinders University, South Australia

Chapter 2

 $Valuing\ learning\ in,\ through,\ and\ about\ sport-physical\ education\ and\ the\ development\ of\ sport\ literacy$ Shane Pill (PhD)

Centre for Sport, Health and Physical Education

School of Education, Flinders University, South Australia

Visual Mental Imagery: A Key Representational Format

Lihui Wang, School of Foreign Languages, Ocean University of China and Michael J. Lawson, School of Education, Flinders University, South Australia

Chapter 4

Modelling Teachers' Promotion of Powerful Positive Affect in the Primary Mathematics Classroom Shaileigh Page (PhD) and Julie Clark (PhD)

School of Education, Flinders University, South Australia

Chapter 5

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Penny Van Deur (PhD)

Centre for Student Wellbeing and Prevention of Violence School of Education, Flinders University, South Australia

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Chapter 7

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John Guenther (PhD), Centre for Remote Economic Participation

School of Education, Flinders University, South Australia

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Chapter 8

Understanding adolescent offending: The Intentions to Transgress (ITT) model

Grace Skrzypiec (PhD) and Laurence Owens (PhD)

Centre for Student Wellbeing and Prevention of Violence

School of Education, Flinders University, South Australia

The Australian Curriculum: Assessment Practices for Diverse Learners

Karyn Carson (PhD) and Peter Walker

Research in Special Education, School of Education, Flinders University, South Australia

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Re-framing the formation of rural educational leaders

R. John Halsey (Ed.D)

Sidney Myer Chair of Rural and Remote Education and Communities

School of Education, Flinders University, South Australia

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Shaping a strengths-based approach to relational leadership Michael Bell (Ed.D) and Carolyn Palmer (PhD) Leadership and Management Research Cluster

School of Education, Flinders University, South Australia

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The impact of school-community involvement on students, teachers and the community

Carolyn Gregoric (PhD) and Laurence Owens (PhD) Centre for Student Wellbeing and Prevention of Violence School of Education, Flinders University, South Australia

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Dept. of Brain and Behavioral Sciences - Psychology, University of Pavia, Italy

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Laurence Owens (PhD)

School of Education, Flinders University, South Australia

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Ann Lendrum (PhD) and Neil Humphrey (PhD)

Manchester Institute of Education, School of Environment, Education and Development

University of Manchester, United Kingdom

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Grace Skrzypiec (PhD), Helen Askell-Williams (PhD) and Phillip Slee (PhD)

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School of Education, Flinders University, South Australia

SECTION 5: REFLECTIONS

Transforming the future of learning: People, positivity and pluralism (and even the planet)

Rosalyn H. Shute (PhD)

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Helen Askell-Williams is the Associate Dean of Research in the School of Education at Flinders University, the Director of the Flinders Educational Futures Research Institute, and a member of the Flinders Centre for Student Wellbeing and Prevention of Violence. She has worked on collaborative research projects that have investigated teachers' and learners' knowledge and wellbeing. She has conducted focused interviews with teachers and learners in Primary, Secondary, TAFE, and University settings and has undertaken large-scale surveys to assess components of students' academic, social, and emotional wellbeing. This has included being Chief Investigator on an Australian Research Council Linkage Grant, and KidsMatter consultancies to beyondblue. Helen was a successful recipient of a South Australian Premier's Award for Lifelong Learning and an ANZ Bank prize for Teacher Education. View her full profile at www.flinders.edu.au/people/helen.askell-williams.