



## What Is Good Teaching?

By H. Meyer

The book provides a framework for evaluating teaching, while it also introduces the latest research to monitor and further develop skills. With the help of the criteria established by Meyer, teachers can achieve demonstrable improvements in their students' learning performance and social and methodological skills.

Topics include:

- Ten features of good teaching.
- Theoretical framework for establishing quality criteria.
- Improving your own teaching.
- From good teaching to a good school.
- The professionalism of the teaching trade.

Since 1975 Hilbert Meyer has been Professor of Educational Theory at the Carl von Ossietzky-Universität Oldenburg. He is known for his many publications on general didactics and teaching methodology.

192 pages  
softback, numerous illustrations  
220 473 17.50 €

Further Hilbert Meyer titles:

### Didactic Models

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208 503 19,50 €

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208 511 20,50 €

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## NEW Guidelines for Teachers Working in Elementary Education

By H. Meyer, C. Walter-Laager

How are good lessons designed? What do pupils and students want from their teachers? These key questions lie at the heart of this book, which is specially tailored to elementary education. The book focuses on fundamental methods and on how to structure varied, stimulating, distinctive and effective lessons. The most important approaches in the field are presented, explained with the help of numerous examples, overviews and illustrations, and supplemented with a series of questions for readers to reflect on. The book also addresses the topics of “professionalization” and the utilization of textbooks in lessons. This is the first handbook specifically tailored to the needs of teachers working in the elementary field. It will prove particularly valuable for those who are beginning their careers and seeking to invest their teaching with a solid foundation, but also offers benefits for “old hands.”

Approx. 112 pages, softback  
246 298 (Feb. 2012) ca. 12.95 €

(Cornelsen Scriptor)

## NEW How Pupils Think

Far too little attention is paid to the basic fact that pupils and teachers think differently. As a result many teachers still tend to project their own way of thinking onto their pupils. They assume that, when dealing with problems, pupils are just as open to rational thought processes as their adult instructors.

However, what may appear irrational in pupils' behavior becomes understandable with a change of perspective. In a figurative sense, this book provides “scans” of a pupil's brain. The most important school situations are illuminated in 45 such figurative “scans” associated with cognitive and social learning. Key factors here are: stress in particular situations and the make-up of the group that assesses individual behavior. Put simply, in this context intelligence tends to take a back seat to genetic and emotional factors and immediately available solutions to problems. This book discusses subjects such as imitative learning, mirror neurons and new trends in neuro-enhancement. However, these and other concepts from the fields of psychology, brain research and game theory are dealt with in a way that is not only clear but, above all, closely related to the practical context.

This alternative perspective represents an extremely valuable aid to educators who want to identify areas where productive changes can be made.

176 pages, softback  
232 895 19.50 €

(Cornelsen Scriptor)



**NEW** Everyone can show civil courage!  
A training manual for schools and youth work

By Jörg Kowalczyk, Dieter Lünse, Katty Nöllenburg, Florian Wanke

We are now regularly seeing headlines about violent attacks – such as incidents in the German underground and overground rail systems, in schools and the workplace. How can courage be taught? Can civil courage be cultivated through training? And how can we prepare ourselves for these uncertain situations? The team of authors from the Institute for Constructive Confictive Resolution and Mediation (IKM) shows how this topic can be approached with young people. Numerous, varied practical exercises are provided that help young people to assess and deal with conflict situations appropriately. These exercises explore the basis of fear, delineate the relationship between power and powerlessness and investigate opinions on violence and aggression. The exercises can be deployed in modules or as elements in a systematic training program. Clear descriptions of how the exercises are structured, time specifications and learning goals help users to make the appropriate selection. Young people can thus be provided with targeted training with the aim of cultivating civil courage – and can learn to intervene rather than merely look away. 156 pages, softback

9 400 060 813 19.80 €

(Verlag an der Ruhr)



**NEW** Violence Prevention

Violence in schools is no longer being hushed up. Calling the police in such situations is no longer frowned upon, and schools, police and youth welfare services are working together ever more intensively. Strategies for dealing with violence are many and varied, and programs are constantly being developed in order to make them more effective.

Headings such as Effective Measures, Implementer Competencies, Checklists for Conditions Influencing Success and Inhibitory Factors guide users through the prevention and intervention programs that are presented in this book.

The delineation of prevention programs includes a presentation of the Buddy and Lions Quest programs, which are designed to promote peer group education and social competencies. In this context theater work is used to facilitate a physical, emotional and creative approach. The Prevention in Teams (PiT) program teaches young people to deal with violence in public space.

The intervention programs are orientated to schools endeavoring to make fundamental changes following incidents of violence and/or in a school climate dominated by violence. Key concepts here are the anti-bullying program, mediation and arbitration, the “no blame approach” as a strategy to deal with bullying and cyberbullying.

The book also discusses crisis situations such as school massacres and suicides.

160 pages, softback  
232 918 19.50 €

(Cornelsen Scriptor)



**NEW** Fundamentals of Vocational Learning and Teaching – 4th Edition

By B. Ott

Changes in the demands of our job markets have led to significant changes in the nature of vocational teaching and learning. In its fourth edition, this book takes these changes into account. It summarizes the theories currently dominating this field and provides a concise and striking account of how learning can be optimally designed in the context of education and further education to meet these changing demands.

Above all, the book is directed at those engaged in the field of vocational education, in particular students, student teachers, teachers, mentors, heads of departments and lecturers, planners and managers in associations, urban authorities and training departments and working educators.

The book takes a holistic approach to learning. The discussion is structured around twelve aspects, each of which corresponds to a particular chapter and which are dealt with in relation to all types of learning locations:

- Learning, education theory
- Learning psychology, group dynamics, motivation
- General didactics and (examples of) the teaching of technical subjects
- Methodology, target planning
- Lesson implementation, implementation of educational programs
- Assessment

264 pages, softback  
239 177 23.50 €

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