



مرور تجربیات ترم آگوست در دانشکده آموزش هاروارد



Foundations دوره‌های پایه

• آدم‌ها چطوری یاد می‌گیرند How People Learn

• راهبری تغییر Leading Change

• شواهد Evidence

• عدالت و فرصت Equity and Opportunity



Leading Change

راهبری تغییر



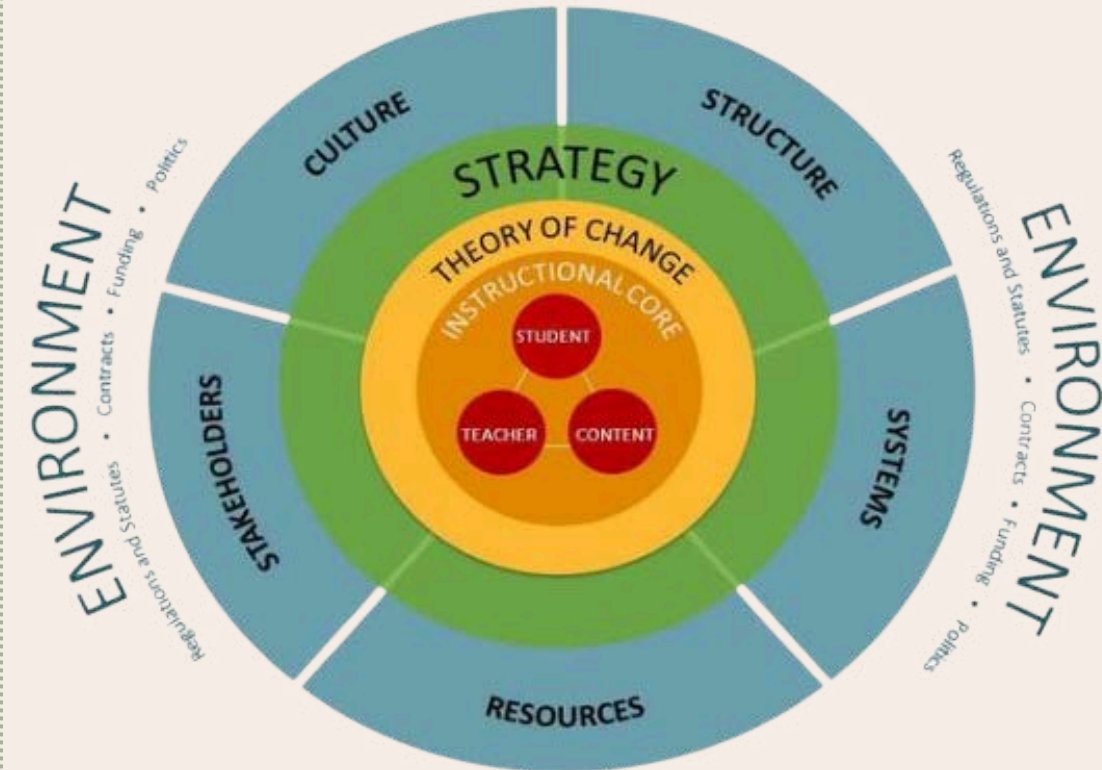
Leading Change راهبری تغییر

دو

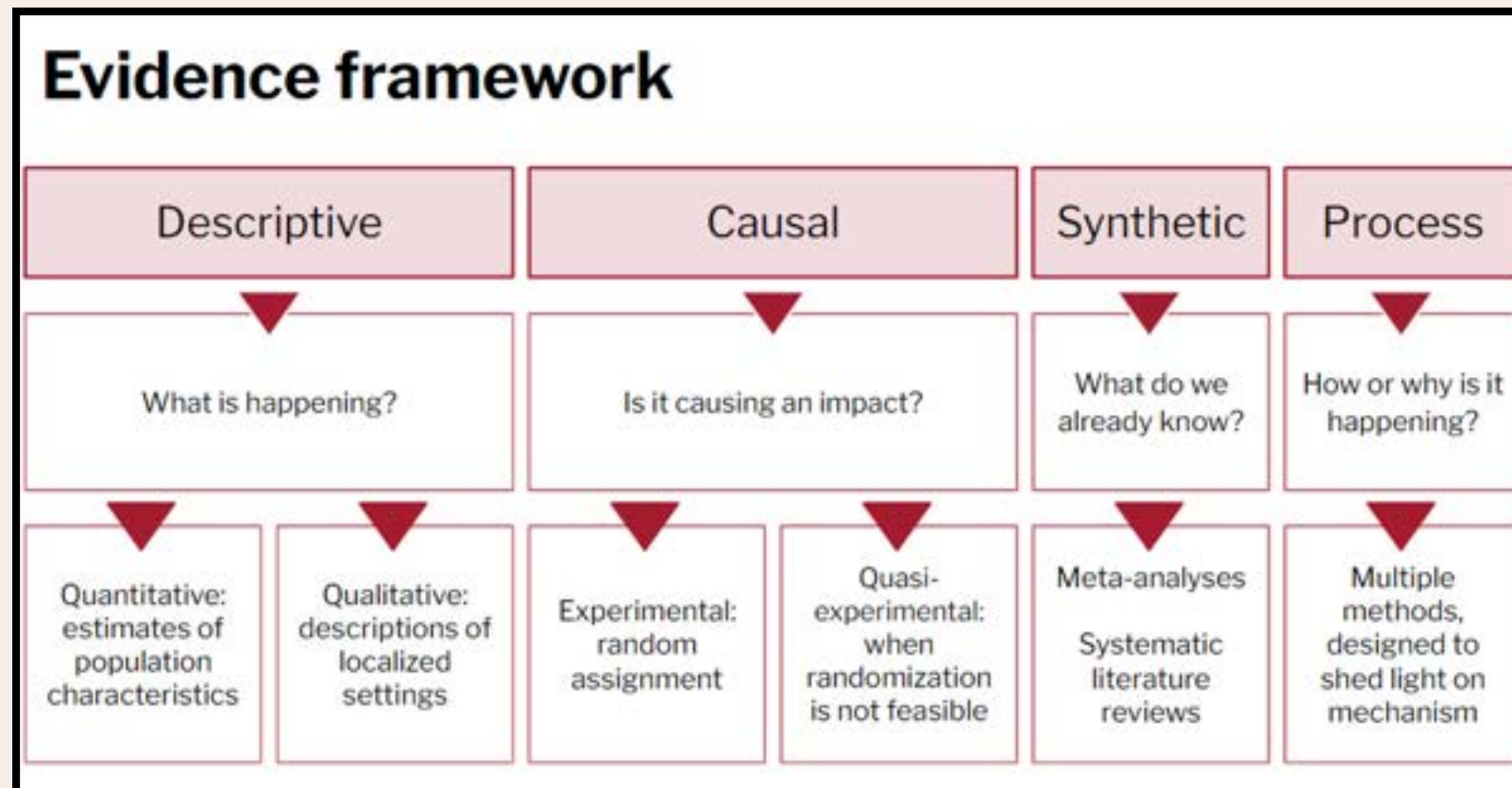
بقا در ماه

لینک نسخه پرینتی بازی

یکی



Evidence شواهد



شواهد Evidence

یکی

دو

**Social Reproduction and
Child-rearing Practices:
Social Class, Children's Agency, and the
Summer Activity Gap**

Tiffani Chin and Meredith Phillips
University of California, Los Angeles

• سرمایه کودک Child Capital

Reading Research Quarterly

**Reading Coaches and the Relationship
Between Policy and Practice**

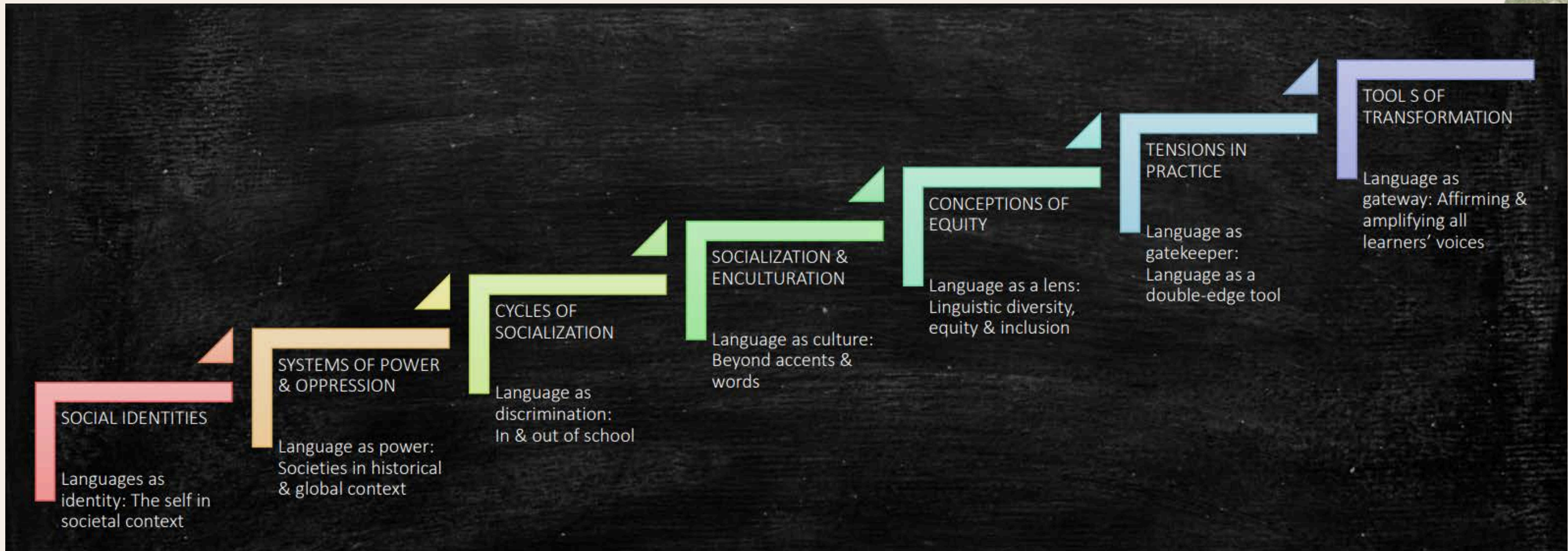
Cynthia E. Coburn
University of California, Berkeley, USA

Sarah L. Woulfin
University of California, Berkeley, USA

- امتناع
- حالت نمادین
- ساختارهای موازی
- ادغام
- به کار گرفتن

Equity and Opportunity: Language in Context

عدالت و فرصت: زبان



Equity and Opportunity: Language in Context

عدالت و فرصت: زبان

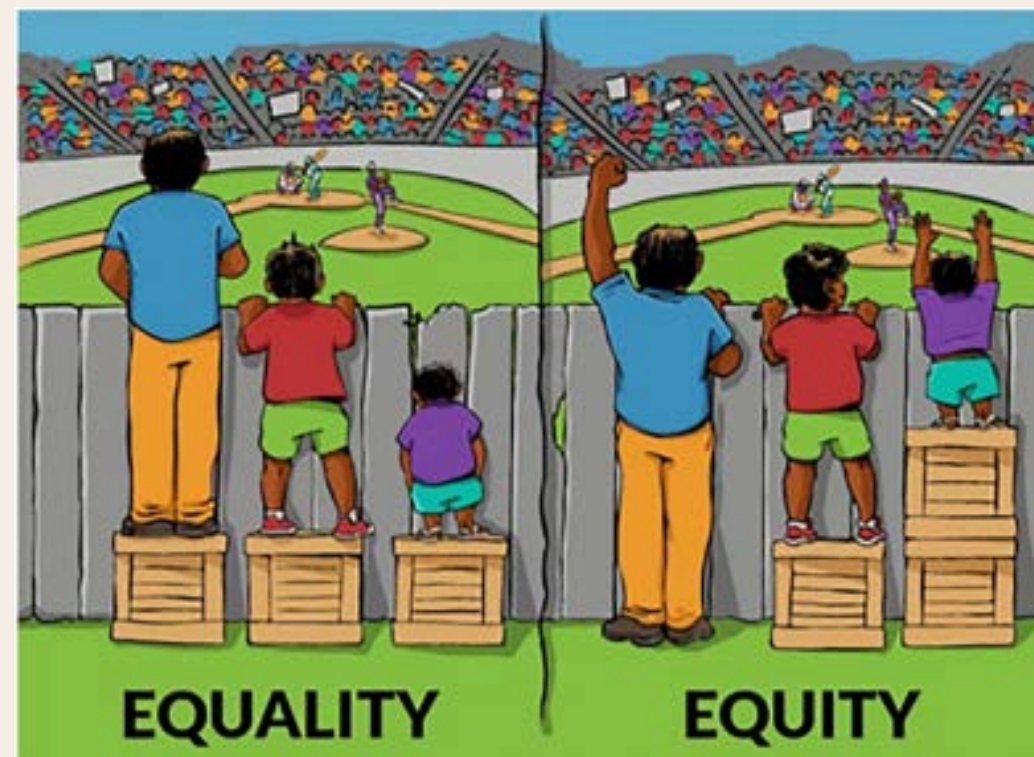
Conceptions of Educational Equity

Meira Levinson
Tatiana Geron

Harvard Graduate School of Education

Harry Brighthouse

University of Wisconsin-Madison



- برابری نتایج تک تک کودکان
 - توزیع برابر نتایج در بین گروه‌های مختلف
 - توزیع برابر منابع
 - تجربیات مشابه برای تک تک کودکان
 - رشد به میزان مساوی برای تک تک کودکان
- یا:

- بسندگی: به حد کافی خوب بودن
- فراتر رفتن از ساختارهای فعلی

Equity and Opportunity: Language in Context

عدالت و فرصت: زبان



- تغییر کُد
- فیلتر عاطفی و یادگیری زبان

CHAPTER 3

No Kinda Sense

LISA DELPIT

عدالت و فرصت: زبان

Equity and Opportunity: Language in Context

Against Apartheid in Education and in Linguistics:
The Case of Haitian Creole in Neo-Colonial Haiti¹

Michel DeGraff
Massachusetts Institute of Technology
MIT-Haiti Initiative
Akademi Kreyòl Ayisyen

- آپارتاید زبانی و linguicism (همچنین: پیش‌داوری زبانی (linguistic profiling)
- تفاوت میان یادگیری زبان X و یادگیری به زبان X



Equity and Opportunity: Language in Context

عدالت و فرصت: زبان



- زبان یک مشکل است
- زبان یک حق است
- زبان یک منبع است

Revisiting Orientations in Language Planning: Problem, Right, and Resource as an Analytical Heuristic

Francis M. Hult
Lund University, Sweden

Nancy H. Hornberger
University of Pennsylvania, USA

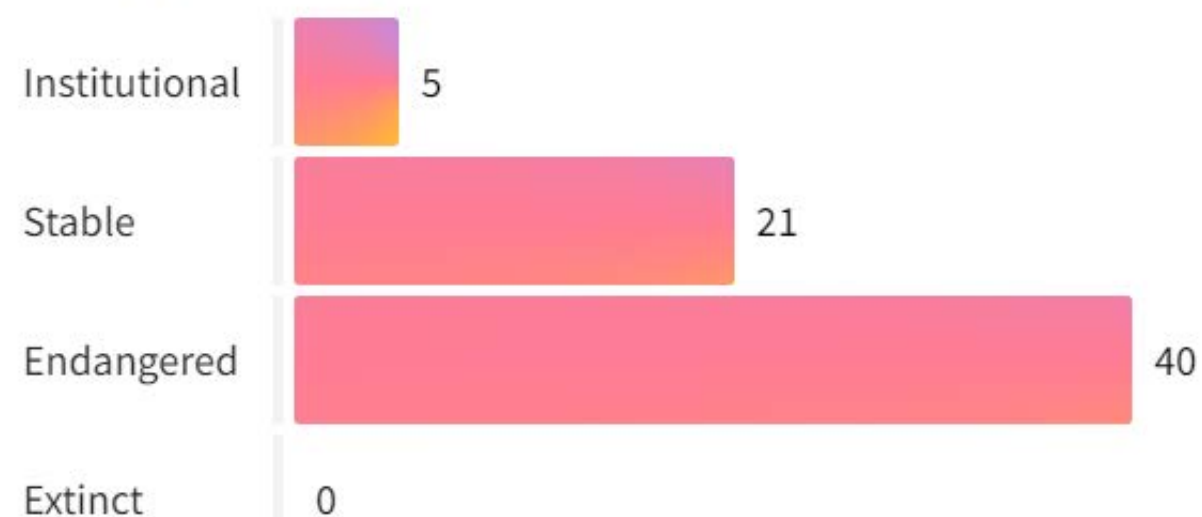
Demographics

85,029,000
people

66
living languages

86%
literate

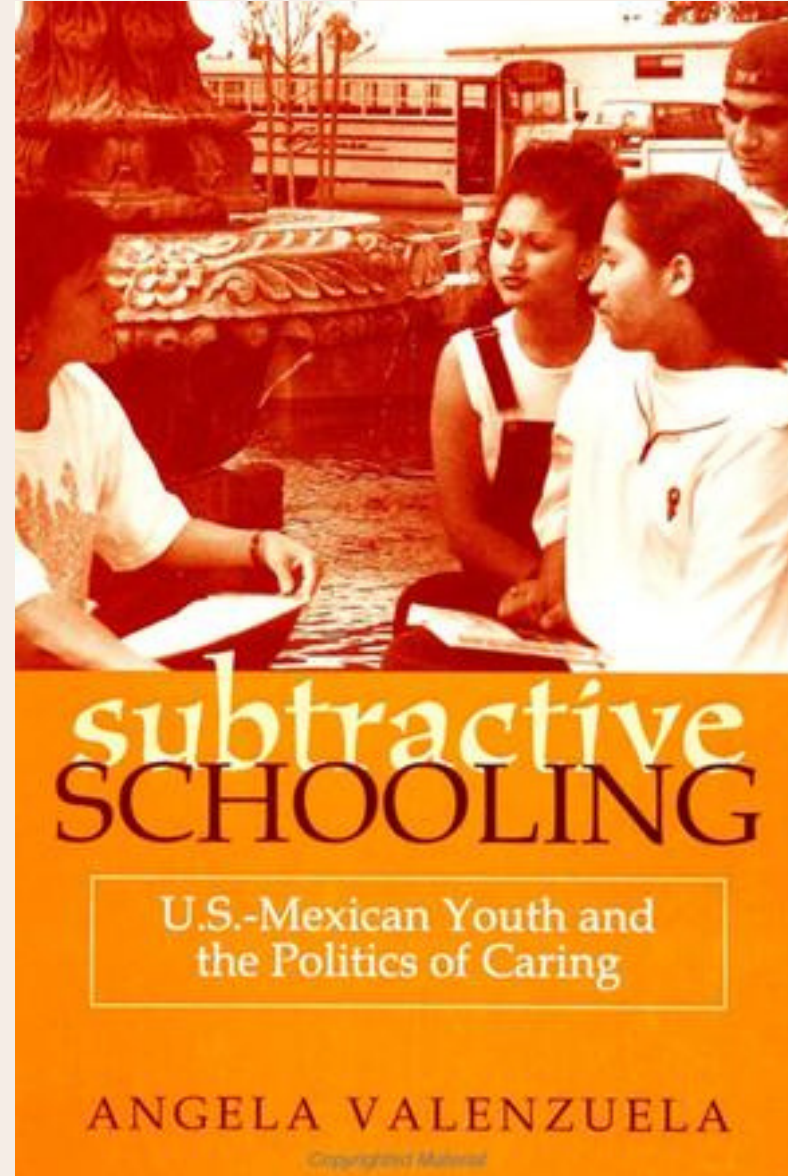
Language Vitality Count



<https://www.ethnologue.com/country/IR/>

Equity and Opportunity: Language in Context

عدالت و فرصت: زبان

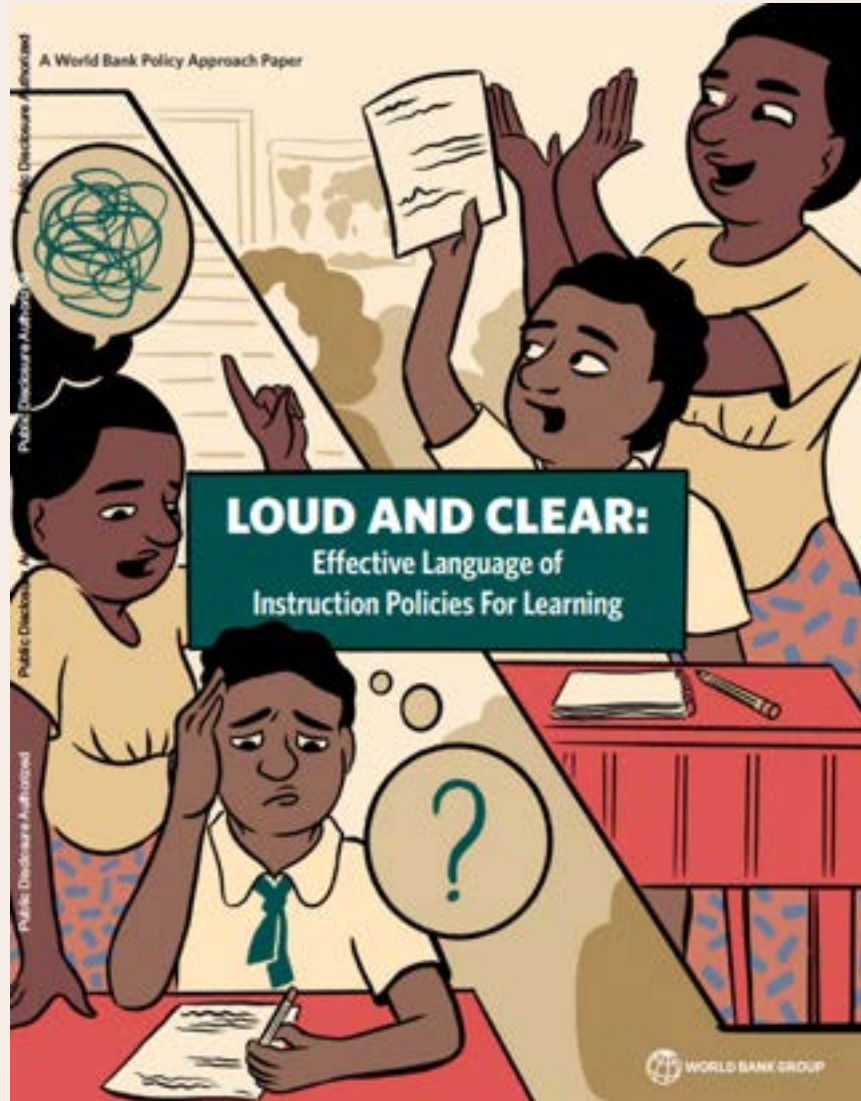


- آموزش کاهششی، آموزش افزایشی



Equity and Opportunity: Language in Context

عدالت و فرصت: زبان



PRINCIPLE 1



Teach children in a language they understand starting with Early Childhood Education and Care (ECEC) services through at least the first six years of primary schooling.

It is critical that instruction be in the language most students speak and understand best.

PRINCIPLE 2



Use a language children understand for instruction in academic subjects beyond reading and writing.

Students need to master reading and writing in a broad range of disciplines and in all school subjects.

PRINCIPLE 3



Introduce an additional language (if desired) as a foreign language with a focus on oral language skills.

Students can master two languages in basic education if instruction and sequencing are optimized.

PRINCIPLE 4



Continue using the language children understand for instruction even after a foreign language becomes the principal Lol.

L1 instruction continues to improve L2 performance in important ways even after the L2 becomes the Lol.

PRINCIPLE 5



Continuously plan, develop, adapt, and improve the implementation of Lol policies, in line with country contexts and goals.



ممنون از همراهی شما!

