



# Supporting Effective Learning

*Eileen Carnell, Caroline M Lodge*

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'Teachers will find this book helpful because it locates convincing theoretical reasoning with the familiar practice of the learning environments of the secondary school. Many other learners, in formal education and beyond, might simply find the book an informative and challenging read.... The book provides more than a theoretical and ideological extension of a social constructivist of model learning. It identifies a realistic way forward. Perhaps it will have the impact it deserves' - ***British Journal Educational Psychology***

'Eileen Carnell and Caroline Lodge have given us a book with many virtues.... It is thoughtful and thought-provoking, and the many examples and case studies bring the theoretical discussions alive' - ***Ron Best, Cambridge Journal of Education***

'The overall style of the book is highly reader-friendly. The links between ideas are clear, the case studies are by and large helpful, and the bullet pointed practical strategies are substantial enough to give practitioners throughout the key stages new ideas to try. This is an intelligently written book which does much to further the effective learning debate' - ***Angela Scott, British Journal of Special Education***

'This book is highly useful for teacher trainees (pre-service and in-service). School administrators will find it useful to develop a system that will help change focus from teaching to learning. Above all, anyone interested in student learning will find the volume extremely useful' - ***Sanjaya Mishra, British Journal of Educational Technology***

This teacher-friendly book focuses on learning at all levels in secondary schools. The authors are mainly concerned with how young people learn and how those in different roles in schools can promote their learning. They combine research with challenging ideas to stimulate tutors, subject teachers, team leaders and school managers as well as mentors and governors to think about their role in young people's learning. They examine these relationships within school and beyond its boundaries. The authors do this by drawing on different voices in secondary schools: young people, as well as parents, teachers and others who have a

role in supporting young people's learning.

This book will be essential reading for PGCE Secondary Students and practising teachers of the 11-16 age-range; local authority advisers and secondary school managers.

**Eileen Carnell** has been involved for 25 years in teaching, professional development and educational research and is at present Senior Lecturer in Education at the Institute of Education, University of London.

**Caroline Lodge** is Senior Lecturer in Effectiveness and Improvement, Associate Director of International School Effectiveness and Improvement Centre at the Institute of Education.

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