

Self

The Practice of Humanistic Education



Jerome S. Allender

Teacher Self The Practice Of Humanistic Education

John Loughran

Teacher Self The Practice Of Humanistic Education:

Teacher Self Jerome S. Allender, 2001 Based on Temple University's acclaimed course The Art and Science of Teaching Allender draws the student teacher into a series of narratives that develop as scenes from a play As the drama unfolds the reader becomes part of a classroom where the teacher's strategy shifts from speaking to listening and where students teach and the teacher learns The book demonstrates how to create a vital lively learning environment in which everyone involved can expect to be interactive spontaneous and effective **International Handbook of Self-Study of Teaching and** Teacher Education Practices J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education Improving Teacher Education Practice Through Self-study John Loughran, Tom Russell, 2004-11-23 Self study in teacher education is a growing field and a natural progression from the concept of reflective practice for pre service teachers This book is designed to introduce teacher educators to the theory and practice of self study in order to explore understand and improve their teaching about teaching With studies from an international range of contributors this book illustrates a variety of approaches to self study It describes the issues that teacher educators have chosen to study how they carried out their research and what the learning outcomes were Throughout the emphasis is on placing teacher educators knowledge and practice at the centre of their academic work This book will be of interest to all teacher educators wishing to improve their knowledge and practice Developing a Pedagogy of Teacher Education John Loughran, 2013-01-11 A pedagogy of teacher education must go well beyond the simple delivery of information about teaching This book describes and explores the complex nature of teaching and of learning about teaching illustrating how important teacher educators professional knowledge is and how that knowledge must influence teacher training practices. The book is divided into two sections The first considers the crucial distinction between teaching student teachers and teaching them about teaching allowing practice to push beyond the technical rational or tips and tricks approach to teaching about teaching in a way that brings in the appropriate attitudes knowledge and skills of teaching itself Section two highlights the dual nature of student teachers learning arguing that they need to concentrate not only on learning what is being taught but also on the way in which that Critical Perspectives on the Curriculum of Teacher Education Thomas Stewart teaching is conducted Poetter, Thomas Lee Goodney, Jennifer Lynne Bird, 2004 Critical Perspectives on the Curriculum of Teacher Education is a collection of papers written by students in a widely recognized doctoral program in curriculum and educational leadership

The editors have compiled these papers to discuss key ideas and present new possibilities for teachers in terms of formal and informal curriculum interventions This book will challenge readers to rethink long standing assumptions that pass for conventional wisdom in the field From Teacher Thinking to Teachers and Teaching Cheryl J. Craig, Paulien C. Meijer, Jan Broeckmans, 2013-07-04 This volume covers advances that have occurred in the thirty year existence of the International Study Association on Teachers and Teaching ISATT the organization that helped transition the study of teacher thinking to the study of teachers and teaching in all of its complexities Handbook for Teaching Reflectively in Grades K-12 William Reed Martin, Jason J. Majesky, Kay Eckler, 2003 This useful handbook will assist beginning and experienced teachers by helping them build on their ability to think and act reflectively in the classroom The book focuses on the following three areas planning delivering instruction to a diverse student body and managing and disciplining in today s classrooms Features Useful lists points and ideas for self direction on reflective teaching in the big three areas Conversational style information with a touch of humor and metaphor from the world of sports Real journal entries from pre service and on the job teachers Formats and graphics A glossary providing vocabulary on reflective practices Eight useful appendices to assist reflective teaching and thinking Handbook for Teaching Reflectively in Grades K 12 will provide the novice and expert educator in teaching a legitimate way of approaching their work through a reflective teaching model This model will assist the novice teacher in developing their own reflective model while assisting the experienced teacher in modifying or adding to their present best practice **Teaching and Learning from Within** Fred A. J. Korthagen, Younghee M. Kim, William L. Greene, 2013 This book brings together theory research and practice on core reflection an approach that focuses on people s strengths as the springboard for personal growth and links theory and practice by highlighting the experience of the person

Ethics for the Young Mind Jerome S. Allender, Donna Sclarow Allender, 2015-11-17 Ethics for the Young Mind is both a curriculum and a story This book is designed to assist teachers and parents in their endeavors to educate young people about behaving ethically Messy ethics practical applications and teaching ethics are the main topics The book begins with a focus on right versus wrong and moves on to an exploration of combining rules with compassion The authors explore what happens when right confronts a conflicting right and the hard work of a meaningful ethical classroom discussion The practical applications provided in the book demonstrate how to stop bullying before the social fabric of a community breaks down Offering vivid classroom and real life examples the book works through the challenges and rewards of creating ethical classrooms and other communities even at home The authors address global concerns and the overall need for adolescents to develop a work ethic to have success in creating an ethical community What Difference Does Research Make and for Whom? Françoise M. Bodone, 2005 Education is a discipline that is constantly emerging and for which there are more questions than answers Beyond the research reports the articles in refereed journals and the well crafted presentations what is happening in education What difference does our work make in the lives of those we research How is education as a whole

different because of our effort And what is the nature of the difference we make This book provides some answers to those questions based on engaged and critical research from around the world It is also a critical reflection on new possibilities for qualitative research its implications and relevance to educational practice Andrew Hargreaves Enora Brown Graham Hingagaroa Smith Jack Whitehead Mutindi Mumbua Andrew Gitlin Phil Carspecken and others invite readers to join the conversation and take it beyond these pages by enriching and extending the discourse within their communities of practice

Teacher Professional Development in Changing Conditions Douwe Beijaard, Pauline C. Meijer, Greta Morine-Dershimer, Tillema Harm, 2005-12-12 This book presents some highlights from the deliberations of the 2003 conference of the International Study Association on Teachers and Teaching ISATT Part 1 presents the five keynote addresses of the conference while Parts 2 through 4 present selected papers related to each of three sub themes knowledge construction and learning to teach perspectives on teachers personal and professional lives and teachers workplace as context for learning The chapters in this book provide an array of approaches to understanding the process of teacher learning within the current context of the changing workplace environment They also provide an important international perspective on the complex issues revolving around the international educational reform movement Basically they show how teachers workplace inside and outside schools are more than ever subject to continuous change and that subsequently standards for teaching must be flexible to these changing conditions This asks for a redefinition of teacher professionalism in which the role of context in teacher learning is emphasized as well as the improvement of the quality of teacher thinking and learning Related to the ever changing context of teaching a dynamic approach to teaching and teacher learning is required in which identity development is crucial Researchers have an important role to play in revealing and explaining how teachers can build their professional identity through self awareness and reflection in the ever changing educational contexts A Life of Optimism ,2022-12-05 This book presents the scholarship of Miriam Ben Peretz a throughout the world pioneering female professor and university leader who held the highest academic honors in Israel and was an American Educational Research Fellow and a member of the National Academy of Education in the United States With opening comments by F Michael Connelly and an Afterword by Lee Shulman the volume shows how Miriam Ben Peretz continued in the academic footsteps of her advisor Seymour Fox Hebrew University and his advisor Joseph J Schwab University of Chicago who also supervised Connelly and Shulman Some book chapters reflect the influence of Miriam Ben Peretz s academic lineage some others instead feature her signature research and the final chapters capture her advocacy work with the MOFET Institute a consortium of Israeli colleges of education created by the Ministry of Education that focuses on research curriculum and program development for teacher educators **Self-Study and Diversity** Deborah L. Tidwell, Linda Fitzgerald, 2006 Educators have a responsibility to address equity and access issues inherent in teaching To that end individual chapters address such areas of diversity as race ethnicity gender disability and power as well as broader areas of

social justice multiculturalism and ways of knowing Education Teaching
Theorising Undergraduate

Entrepreneurship Education Guillermo J. Larios-Hernandez, Andreas Walmsley, Itzel Lopez-Castro, 2022-01-31 This book engages ongoing debates about the nature manifestation and purpose of entrepreneurship education EE It presents theoretical and practical perspectives on the challenges and opportunities that entrepreneurship educators face globally to equip undergraduate students with entrepreneurial skills and more generally develop their entrepreneurial mindsets and capabilities taking advantage of programmes and curricula available in their ecosystem Divided into three sections the chapters written by recognized experts deliver distinctive approaches to undergraduate EE an analysis of entrepreneurial mindset building perspectives and cases and proposals of undergraduate entrepreneurship programs that go beyond the traditional higher education milieu This volume provides entrepreneurship educators with a voice to explain how they participate in the topic of entrepreneurship how undergraduate students engage and respond to EE and how institutional frameworks for EE and more generally the entrepreneurship education ecosystem support undergraduate EE

Humanistic Teacher Jerome S. Allender, Donna Sclarow Allender, 2015-11-17 The Humanistic Teacher First the Child Then Curriculum supports teachers and parents in their quest to provide the best possible education for each and every child Meeting the needs of every child is the basic tenet of humanistic education and this text explores both theory and practical methods for achieving this difficult goal Using examples from their fifty years of experience as teachers administrators and researchers the authors explain the importance of humanistic methods such as self study of one s own teacher practice working together with other teachers and establishing realistic boundaries with children of all ages The Humanistic Teacher enables teachers to meet the different needs of individual students and to become the educators they want to be Gender Equality in the Philosophy of Education Connie Titone, 2004 This book offers an extensive introduction to the philosophical work of Catharine Macaulay as expressed in her Letters on Education 1790 It traces the theme of gender and education comparing Macaulay s ideas to those of her contemporaries Jean Jacques Rousseau Hester Chapone and St phanie de Genlis In the process it presents a clear picture of the eighteenth century quarrel that debates the interassociation among gender education and intellectual attainment This book intends to initiate an informed conversation with contemporary readers about Macaulay s work on education within its own historical context so that fair assessments of her work can be made It also argues that any complete history of the philosophy of education must include Macaulay s work Counternarratives Robert V. Bullough Jr., 2008-02-07 Representing more than two decades of Robert V Bullough Jr s research into the problems of teaching and teacher education this book presents a set of guiding principles that hold promise for achieving increasingly powerful teacher education Curriculum and Teaching Dialogue Barbara Slater Stern, 2006-10-01 Editorial Review Board Lynne Bailey University of North Carolina Charlotte Robert Boostrom University of Southern Indiana Monica Brown University of the West Indies Susan Brown University of Central Florida India Broyles University of New England Lynn M

Burlbaw Texas A M University Jennifer Deets Robert Donmoyer University of San Diego Moira Fallon SUNY College at Brockport Lyn Forester Doane College Jeffrey Kaplan University of Central Florida J Randall Koetting Marian College Karen Riley Auburn University at Montgomery Judith J Slater Florida International University Julia D Sweeny James Madison University Jeanne L Tunks University of North Texas Editorial Advisory Board Michael Apple University of Wisconsin Madison Thomas Barone Arizona State University D Jean Clandinin University of Alberta Canada Elliot Eisner Stanford University Steve Selden University of Maryland at College Park William F Pinar University of British Columbia in Education .1999-04 **Education and Humanism** Wiel Veugelers, 2011-11-16 Human beings have the possibility to give meaning to their lives and to create coherence in experiences Present day humanism strongly focuses on personal development in relation to others It is this tension between personal development and advancement of humanization that is creating the opportunities for the personal development of every world citizen Humanism is about personal autonomy moral responsibility and about solidarity with humanity The tension between autonomy and social involvement is the core of humanism Education can support persons in their moral and personal identity development The authors brought together in this book all address issues of developing autonomy and humanity in educational practices All the chapters try to link theory and practice They either make theoretical ideas more practical or they use practical experiences and concerns to rethink theoretical notions Together the chapters in the book give a broad overview of theoretical foundations concrete research and practices in education The book shows a diversity that can inspire scholars and practitioners in further developing their perspectives Creating meaning is an essential part of all education Focusing on the linking of autonomy and humanity is the humanist perspective in it

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