

Teacher Education *and the* Cultural Imagination

Anthropology, Conversation, and Narrative



Susan Florio-Ruane

Teacher Education And Cultural Imagination Autobiography Conversation And Narrative

Laurie MacGillivray



Teacher Education And Cultural Imagination Autobiography Conversation And Narrative:

Teacher Education and the Cultural Imagination Susan Florio-Ruane, Julie deTar, 2001-04-01 Making culture a more central concept in the texts and contexts of teacher education is the focus of this book. It is a rich account of the author's investigation of teacher book club discussions of ethnic literature specifically ethnic autobiography as a genre from which teachers might learn about culture literacy and education in their own and others' lives and as a form of conversation and literature based work that might be sustainable and foster teachers' comprehension and critical thinking. Dr. Florio-Ruane's role in the book clubs merged participation and inquiry. For this reason she blends personal narrative with analysis and description of ways she and the book club participants explored culture in the stories they told one another and in their responses to published autobiographies. She posits that autobiography and conversation may be useful for teachers not only in constructing their own learning about culture but also by doing so in participating in the transformation of learning within the teaching profession. *Teacher Education and the Cultural Imagination* Susan Florio-Ruane, Julie deTar, 2001-04. Examines use of ethnically diverse published autobiographies in a teacher education book club course. Focuses on autobiography as site of teacher learning about culture role of conversation in that learning. Blends personal narrative with analysis and description.

New Teachers in Urban Schools: Journeys Toward Social Equity Teaching Althier M. Lazar, Leslie M. Reich, 2016-03-07 This volume informs the reader about new teachers in urban underserved schools and their development as teachers for social equity. The accounts of five novice teachers who grew up outside the communities in which they teach lead to chapters that contain advice for teacher educators' future and current teachers and school leaders. These early career teachers learned much about bridging the cultural divide between themselves and their students confronted and resolved big challenges that may immobilize some who set out to teach in these communities. They brought to their classrooms strong social justice orientations including a moral imperative to make a difference in the world, an awareness of social and educational inequalities and a strong sense of responsibility to positively influence the life trajectories of students in their charge. Their narratives offer insights on the dispositions and contexts that will help early career teachers survive and thrive and make a difference in their students' lives. *English Teachers at Work* Brenton Doecke, David Homer, Helen Nixon, 2003. By taking a global perspective on teaching English, this work takes into account a wide variety of challenges English teachers face and stresses the importance of networking and communicating with colleagues around the world as a means of overcoming those challenges. A richly differentiated view on what it means to be an English teacher is offered as are fascinating narratives about the diverse efforts of teachers in different communities. Points of view from contributors in North America, Australia, Chile, New Zealand, New Guinea, South Africa, and the United Kingdom are expressed and placed in an illuminating context with practical and theoretical considerations about teaching English. **Personal ~ Passionate ~ Participatory** Ming Fang He, JoAnn Phillion, 2008-11-01 Scope of the Book: Personal, Passionate, Participatory Inquiry into

Social Justice in Education the first book in the series features 14 programs of social justice oriented research on life in schools families and communities This work done by a diverse group of practitioner researchers educators and scholars connects the personal with the political the theoretical with the practical and research with social and educational change These inquiries demonstrate three distinct qualities Each is personal compelled by values and experiences researchers bring to the work Each is passionate grounded in a commitment to social justice concerns of people and places under consideration Each is participatory built on long term heart felt engagement and shared efforts The principle aspect of the inquiries featured in the book series that distinguish it from others is that researchers are not detached observers nor putatively objective recorders but active participants in schools families and communities Researchers have explicit research agendas that focus on equity equality and social justice Rather than aiming solely at traditional educational research outcomes positive social and educational change is the focal outcome of inquiry The researchers are diverse and their inquiries are far ranging in terms of content people and geographic locations studied These studies reflect new and exciting ways of researching and representing experience of the disenfranchised underrepresented and invisible groups seldom discussed in the literature and challenge stereotypical or deficit oriented perspectives on these groups This book informs pre service and in service teachers educators educational researchers administrators and educational policy makers particularly those who advocate for people who are marginalized and those who are committed to the enactment of social justice and positive educational and social change

Transformative Learning in Practice Jack Mezirow,Edward W. Taylor,2011-01-04 The leading authorities in the field produced this comprehensive resource which provides strategies and methods for fostering Transformative Learning TL practice in a wide variety of higher and adult education settings The book answers relevant questions such as What are effective practices for promoting TL in the classroom What is it about TL that is most helpful in informing practice How does the teaching setting shape the practice of TL What are the successes strengths and outcomes of fostering TL What are the risks and challenges when practicing TL in the classroom

Becoming Critical Teacher Educators Julie Ellison Justice,F. Blake Tenore,2017-06-26 The personal and professional are woven together in this collection of scholarly narratives by teacher educators who share their early critical experiences and model teaching practices to support continued resistance and possibilities in teacher education Representing myriad contexts where teacher education takes place the range of scholars included represent diverse racial gendered linguistic economic and ethnic intersectional perspectives Each chapter suggests practical tools and encourages readers to reflect on their own journeys of becoming transformational teacher educators This book adds an important dimension to the field with a new and generative approach to the introduction of critical literacies and pedagogies and offers a potentially powerful way to explore theory methodology and social issues Readers will enjoy the compelling storytelling of these powerful and vulnerable memoirs

Creative Education, Teaching and Learning Gayle Brewer,Russell Hogarth,2018-11-22 Educators and education

policy has increasingly acknowledged the value of creativity and creative approaches to education in particular This book highlights a range of innovative teaching techniques successfully employed by teachers from a range of disciplines and education levels in order to share knowledge regarding creative education An Introduction to Critical Discourse Analysis in Education Rebecca Rogers, 2011-04-06 Accessible yet theoretically rich this landmark text introduces key concepts and issues in critical discourse analysis and situates these within the field of educational research The book invites readers to consider the theories and methods of three major traditions in critical discourse studies discourse analysis critical discourse analysis and multimodal discourse analysis through the empirical work of leading scholars in the field Beyond providing a useful overview it contextualizes CDA in a wide range of learning environments and identifies how CDA can shed new insights on learning and social change Detailed analytic procedures are included to demystify the process of conducting CDA to invite conversations about issues of trustworthiness of interpretations and their value to educational contexts and to encourage researchers to build on the scholarship in critical discourse studies This edition features a new structure a touchstone chapter in each section by a recognized expert Gee Fairclough Kress and a stronger international focus on both theories and methods NEW Companion Website with Chapter Extensions Interviews Bibliographies and Resources for Teaching Critical Discourse Analysis **Asian American Education** Russell Endo, Xue Lan Rong, 2011-08-01 Asian American Education Asian American Identities Racial Issues and Languages presents groundbreaking research that critically challenges the invisibility stereotyping and common misunderstandings of Asian Americans by disrupting customary discourse and disputing familiar knowledge The chapters in this anthology provide rich detailed evidence and interpretations of the status and experiences of Asian American students teachers and programs in K 12 and higher education including struggles with racism and other race related issues This material is authored by nationally prominent scholars as well as highly regarded emerging researchers As a whole this volume contributes to the deconstruction of the image of Asian Americans as a model minority and at the same time reconstructs theories to explain their diverse educational experiences It also draws attention to the cultural and especially structural challenges Asian Americans face when trying to make institutional changes This book will be of great interest to researchers teachers students and other practitioners and policymakers concerned with the education of Asian Americans as well as other peoples of color *Individual, School, and National Factors Impacting Teachers' Workplace Learning* Elena Jurasaitė-O'Keefe, 2021-07-15 By drawing on observation and detailed discourse analysis from interviews with teachers in Lithuanian and North American schools this text identifies individual school specific and national factors which impact teachers informal professional learning Addressing multiple layers of teacher learning this text illustrates how factors including socio economic status individual learning style cultural attitudes to education and political histories support or impede workplace learning Drawing on three fields of research teacher education cultural anthropology and comparative international the book posits teacher learning as a

multidimensional socio cultural process Finally combining a typology of informal learners with other policy driven factors the text indicates how practices at school district and national levels might stimulate workplace learning Offering methodological innovations including unique research design and creative ways of using discourse analysis this book will be of particular use to researchers and doctoral students in education organizational and educational psychology cultural anthropology management and beyond

Learning to Teach English and the Language Arts Peter Smagorinsky, 2020-04-16 Drawing together Smagorinsky's extensive research over a 20 year period *Learning to Teach English and the Language Arts* explores how beginning teachers pedagogical concepts are shaped by a variety of influences Challenging popular thinking about the binary roles of teacher education programs and school based experiences in the process of learning to teach Smagorinsky illustrates through case studies in the disciplines of English and the Language Arts that teacher education programs and classroom school contexts are not discrete contexts for learning about teaching nor are each of these contexts unified in the messages they offer about teaching He explores the tensions not only between these contexts and others but within them to illustrate the social cultural contextual political and historical complexity of learning to teach Smagorinsky revisits familiar theoretical understandings including Vygotsky's concept development and Lortie's apprenticeship of observation to consider their implications for teachers today and to examine what teacher candidates learn during their teacher education experiences and how that learning shapes their development as teachers

Cultivating Critical Discourse in the Classroom Finley, Stacie Lynn, Correll, Pamela, Pearman, Cathy, Huffman, Stephanie, 2023-06-01 The use of academic discourse in today's educational environment has the potential to improve education for students from all backgrounds To achieve this further study on the best practices challenges and future opportunities is required *Cultivating Critical Discourse in the Classroom* shares the benefits of empowering and engaging students at all levels of education through the use of academic discourse The book also provides insights for educators to become more knowledgeable and therefore better equipped to create spaces through discourse where cultural competence is cultivated Covering key topics such as identity linguistics student autonomy and language this premier reference source is ideal for administrators policymakers industry professionals researchers academicians scholars practitioners instructors and students

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

The Educator and The Ordinary Elizabeth O'Brien, 2023-08-14 This book creates a unique discursive

environment to consider how initial teacher education can support student teachers in practical and personal senses in what they can do and who they are What is it to care To develop our voice To educate in beautifully risky ways Engaging with the philosophy of Stanley Cavell Gert Biesta and Nel Noddings central capabilities of the educator are suggested Acknowledgement Autobiography Imagination Interruption Attention and Uncertainty culminating in the essential unifying capability of The Ordinary underpinned by Complexity and Hope This book will appeal to those interested and engaged in initial teacher education professional development and support from early years to higher education and practicing educators It aims to enrich theoretical as well as practical discussion to influence how we live how we think and how we treat each other

Bilinguality and Literacy Manjula Datta,2015-09-01 The new edition of Bilinguality and Literacy argues that bilingual children s literacy learning in English is necessarily an intercultural process Children s voices are strong in this revised updated and expanded edition and looks closely at bilingual children s writing development in view of the Ofsted statement that fluent bilingual pupils struggle with writing 2003 Bilinguality and Literacy will be of interest to undergraduate students of applied linguistics teacher training courses and academics researching multilingualism and literacy

Coaching in the Grey Space Laretta Greer,2025-09-30 Coaching in the Grey Space is set to enhance the practice of coaching psychology by defining the previously unidentified grey space where boundaries between the coaching and therapeutic terrain intersect This book navigates how we as coaches can negotiate this complex terrain to improve the management of boundaries and ethics for coaches within the practice and safeguard clients It also describes how coaching within the grey space can have both preparatory and preventative effects with the potential for far reaching positive outcomes With extensive research enquiries and experiments and wide reaching case studies the book will equip a reader with a thorough understanding of an often complex and fast moving industry Promoting a much needed evidence based debate on the ethical boundaries of coaching and therapy this book will be an original and practical resource of interest for coaching practitioners both established and for those undergoing training in the field

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

Learning to Read Critically in Language and Literacy Andrew Goodwyn,Andrew W Stables,2004-10-06 Following other volumes in the Learning to Read Critically series Learning to Read Critically in Language and Literacy aims to develop skills of critical analysis and research design

Literacy in Times of Crisis Laurie MacGillivray,2009-12-04 On the frontline of critical issues in education today this volume covers new ground for teachers and teacher educators for whom crisis is a daily part of their work Exploring the relationship between crisis and literacy its aims are to improve educators ability to recognize cope with and avoid crisis and to advance their understanding of the dynamic relationship between crisis and cultural historical and political literacy

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