



Teachers' Everyday Use of

Imagination and Intuition

In Pursuit of the Elusive Image

Virginia M. Jagla

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Teachers Everyday Use Of Imagination And Intuition In Pursuit Of The Elusive Image

Jack Zevin



Teachers Everyday Use Of Imagination And Intuition In Pursuit Of The Elusive Image:

Teachers' Everyday Use of Imagination and Intuition Virginia M. Jagla, 1994-09-15 This book offers a provocative look at the significant roles that imagination and intuition play in the daily operation of teachers classrooms The author explores the idea of creativity in education as it relates to being spontaneous open confident experienced and familiar Readers are invited to envision how the classroom comes alive by pondering the themes of Interaction Connections and Context Storytelling and Emotion Excitement Love and Caring through the stories of teachers Jagla explores ways of fostering imagination and intuition with preservice and inservice teachers and provides ways of encouraging students to use their own imaginations and intuitive processes The book provides an exciting mix of original anecdotes literature review and insightful analysis

Teaching 360 : Effective Learning Through the Imagination ,2008-01-01 This book offers a detailed examination of imagination in learning Teachers working with the ideas of Imaginative Education in their classrooms provide examples that cover multiple curricular areas and span elementary through secondary school contexts Imagination has moved in recent years from being considered some kind of educational frill to a recognized main workhorse of teaching and learning It is this new perspective that this book celebrates and exemplifies The book is divided between teachers and researchers voices both exploring a range of ways in which the imagination can be used in everyday classrooms to enhance learning and increase the satisfactions of teaching This book demonstrates how engaging the imagination lies at the core of effective education **In Pursuit of the Elusive Image** Virginia M. Jagla, 1989 **Aesthetic Teaching Pedagogies** Reynaldo B. Inocian, 2018-10-09

This book presents an assortment of teaching and assessment strategies appropriate for 21st century learners based on the author s 25 years of teaching experience in private and state school institutions in the Philippines It highlights the outcomes based assessment of learning the curriculum basics for arts based teaching learning activities based on the integrated arts for an effective instructional process and examples in the teaching of critical thinking communication collaboration and creativity known as the Four Cs While the monograph focuses on the author s local context a plethora of citations provides clear connections that address learner diversity in recent global education contexts The text is a useful guide for students who want to pursue a degree in teaching as well as novice and expert teachers university professors and advocates for teaching and learning Semiotic Subjectivity in Education and Counseling Inna R. Semetsky, 2019-10-16 Semiotic Subjectivity in Education and Counseling demonstrates the importance of addressing the concept of the unconscious in learning Exploring the innovative concept of edusemiotics it challenges the received notion of learning as solely academic and linguistic instead offering an ethico aesthetic paradigm that draws on transdisciplinary research in the context of this new direction in educational theory The chapters explore the production of subjectivity within the process of semiosis as the action and transformation of signs An unorthodox pedagogy of the unconscious blends with the therapeutic dimension and produces subjectivities that emerge in the midst of the relational dynamics of experience The book argues for holistic

education that rejects the schism between matter and spirit pervading Western thinking and represents a shift in rethinking spirituality while never separating it from logic and reason Giving voice to the unconscious contributes to learning and changing our habits as an important objective in educative and counseling practices The book critically examines the legacy of Charles S Peirce Lev S Vygotsky and other forerunners of edusemiotics It will be essential reading for academics researchers and postgraduate students across the fields of educational philosophy educational psychology and counseling as well as science studies *Taboo* ,2001 Sustainable Communities, Sustainable Environments ,2007-01-01 Sustainable Communities Sustainable Environments What is enacted when we engage with these ideas Sustainability is a term increasingly used to describe the broader purpose and goal for education as we move further into the UN declared Decade of Education for Sustainable Development UNDESD This book provides a variety of international perspectives from the traditional fields of science and technology education as teachers primary through tertiary teacher educators and academic researchers engage with this topic The book provides a collection of new works which will help to describe for educators what it is we develop and what it is we sustain when we engage in education for sustainable development ESD

Rethinking Multicultural Education Carol Korn-Bursztyn,Alberto M. Bursztyn Ph.D.,2002-03-30 Korn and Bursztyn and their contributors examine the cultural transitions that children make as they move between the cultures of home and school To better understand these transitions they explore how educators understand their students shifting experiences and examine how educators also negotiate transitions as they too move from home to school each day The narratives or case studies reflect this shifting gaze from child to teacher to parents and take up the various relational configurations that these can form amongst and between each other They turn a critical eye toward instances of classroom practice and school life connecting personal knowledge with school change In some cases the authors draw directly on autobiographical material linking these to a reflective approach to teaching Avoiding the celebratory tone that often attends discussions of multiculturalism the authors address how diversity engages us in continual renegotiation of the personal and social The perspectives of educators and of teacher candidates are presented and the construction of cultural identity and its impact on schools explored In illuminating the complicated nature of cultural transitions and the obligation of schools to create places in which children and families of diverse backgrounds can thrive they highlight how multiculturalism can play a transformative role in the lives of children and schools A must reading for educators and graduate students in education school psychology guidance and counseling New Perspectives on Education for Democracy Stewart Riddle,Amanda Heffernan,David Bright,2021-11-29 New Perspectives on Education for Democracy brings together diverse communities of education research in an innovative way to develop a nuanced understanding of the relationship between education and democracy This book synthesises a range of theoretical conceptual and empirical approaches to address the complex challenges faced by young people and societies in the 21st century Each chapter provides accounts of local democratic

encounters in education while engaging with global debates and issues such as de democratisation and growing social economic and educational inequality This book presents new ways of thinking about democracy local global enactments of democracy through teaching and learning and future thinking for a new era of democracy This book will be relevant for educators researchers and policymakers who are interested in educational sociology critical pedagogy and democratic education

Teaching on a Tightrope Jack Zevin, 2010-10-16 Teaching on a Tightrope offers those seeking to play the teacher's role a way of thinking about the major components of teaching These components or dimensions are described in terms of pairings that interact and overlap with each other e.g. teaching as art and science content and process theory and practice cognition and emotion Each pairing is focused on the overall relationship and communication between actor/actress the teacher and audience the students Throughout the book a rationale is proposed that a truly great teacher must learn how to balance the many components of teaching to fit both subject and audience Success depends upon the knowledge skill and performance of the one playing teacher in reaching those in the student roles Practice must be informed by theory content by process cognition by emotion no single factor can stand by itself but must link to others By expanding your understanding of a teacher's many roles you can experiment with a wide variety of instructional methods to motivate and sustain student learning Reliance on one technique lecturing or group work from this point of view does not guarantee success in creating interested learners Much more is needed to achieve a joining of ideas techniques subject and atmosphere above all attention to audience needs and interests anxieties and problems Communication the heart of teaching should be thought of as at least a two-way or better yet a multi-path interchange of ideas and emotions As teachers grow in experience and skill they draw upon many sources for inspiration and satisfaction They slowly integrate facts ideas concepts and feelings into an overall philosophy that guides their choices of effective methods and materials in promoting learning A balance emerges from competing factors and audience adaptations or doesn't leading to a sense of euphoria and success or a feeling of depression and failure Teaching is portrayed as difficult and rewarding yet often disappointing as well

Teacher Personal Theorizing E. Wayne Ross, Jeffrey Cornett, Gail McCutcheon, 1992-09-09 This book examines the relationship between teacher theorizing and teacher action as illustrated by the curricular and instructional practices of teachers The authors show that all teaching is guided by theory developed by the teachers Teachers could not begin to practice without some knowledge of the context of their practice and without ideas about what can and should be done in those circumstances In this sense teachers are guided by personal practical theories that structure their activities and guide them in making decisions This literature is very significant in explaining and interpreting many phenomena of schooling such as why teachers alter curriculum documents and other policies how inservice education can be improved how supervisors can help teachers to improve their practices and how administrators can become leaders to improve education This perspective has broad and specific implications for every facet of education Those interested in teacher education and development in supervision in curriculum and in administration

will find it especially relevant **Understanding Curriculum** William F. Pinar,1995 Perhaps not since Ralph Tyler s 1949 Basic Principles of Curriculum and Instruction has a book communicated the field as completely as Understanding Curriculum From historical discourses to breaking developments in feminist poststructuralist and racial theory including chapters on political theory phenomenology aesthetics theology international developments and a lengthy chapter on institutional concerns the American curriculum field is here It will be an indispensable textbook for undergraduate and graduate courses alike *Pursuing Instructional Effectiveness in Higher Education* Edwin George Ralph,2004 The title of this book has two meanings One meaning expresses a sense of relief that during the last several years post secondary institutions have begun to pay serious attention to the enhancement of instruction on their campuses There has been an emergence of new organisations associations conferences seminars and workshops a proliferation of books journals and articles an expansion of research and investigative inquiry and a growth of interest among post secondary faculty members and administrators all of which are devoted to various aspects of the improvement of both teaching and learning at the undergraduate level These initiatives have combined to furnish undeniable evidence attesting to the pursuit of better teaching and learning in higher education Increasing numbers of post secondary educators students and tax payers at large not only welcome wholeheartedly this new emphasis and as suggested by the last clause in the title they feel it has been long overdue A second interpretation of the title and the one which is a key theme of this book emphasises the substantive concept of the use and management of time and timing as an integral component of effective instruction From the Introduction **Service?Learning to Advance Social Justice in a Time of Radical Inequality** Alan S. Tinkler,Barri E. Tinkler,Virginia M. Jagla,Jean R. Strait,2015-12-01 When considering inequality one goal for educators is to enhance critical engagement to allow learners an opportunity to participate in an inquiry process that advances democracy Service learning pedagogy offers an opportunity to advance engaged learning opportunities within higher education This is particularly important given the power dynamics that are endemic within conversations about education including the conversations around the Common Core charter schools and the privatization of education Critical inquiry is central to the ethos of service learning pedagogy a pedagogy that is built upon community partner participation and active reflection Within higher education service learning offers an important opportunity to enhance practice within the community allowing students to engage stakeholders and youth which is particularly important given the dramatic inequalities that are endemic in today s society *International Handbook of Teachers and Teaching* Bruce J. Biddle,T.L. Good,I. Goodson,2013-11-11 Recent years have generated a huge increase in the number of research and scholarly works concerned with teachers and teaching and this effort has generated new and important insights that are crucial for understanding education today This handbook provides a host of chapters written by leading authorities that review both the major traditions of work and the newest perspectives concepts insights and research based knowledge concerned with teachers and teaching Many of the chapters

discuss developments that are international in scope but coverage is also provided for education in a number of specific countries Many chapters also review contemporary problems faced by educators and the dangers posed by recent politically inspired attempts to reform schools and school systems The Handbook provides an invaluable resource for scholars teacher educators graduate students and all thoughtful persons concerned with the best thinking about teachers and teaching current problems and the future of education

International Research Handbook on Values Education and Student Wellbeing Terence Lovat,Ron Toomey,Neville Clement,2010-08-05 Informed by the most up to date research from around the world as well as examples of good practice this handbook analyzes values education in the context of a range of school based measures associated with student wellbeing These include social emotional moral and spiritual growth elements that seem to be present where intellectual advancement and academic achievement are being maximized This text comes as values education widens in scope from being concerned with morality ethics civics and citizenship to a broader definition synonymous with a holistic approach to education in general This expanded purview is frequently described as pedagogy relating to values and wellbeing This contemporary understanding of values education or values and wellbeing pedagogy fits well with recent neuroscience research This has shown that notions of cognition or intellect are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for In other words the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person social emotional moral spiritual and intellectual is the pedagogical target Teachers and educationalists will find that this handbook provides evidence culled from both research and practice of the beneficial effects of such a values and wellbeing pedagogy

Service Learning in Higher Education Phylis Lan Lin,2009-02-25 Service Learning has proved to be a powerful and practical methodology and tool with far reaching implications Benefits have included increased civic engagement enhanced sense of purpose greater feeling of fulfillment nurtured creativity and promotion of problem solving skills and social responsibility as traditional classrooms have moved to the communities and students have become service providers and learners The papers in this book span a good part of the globe and cover a wide application spectrum from health care business administration nursing occupational therapy and speech and language therapy to gerontology and food service Extended models and prototypes explored include community engaged learning long distance learning and the bridge between older and younger students In addition to current perspectives and numerous revealing case studies with local communities and international service learning projects thirty chapters and a reflection paper are devoted to documenting lessons learning assessing service learning programs identifying new challenges and tapping into the emerging paradigms in service learning

Service-Learning to Advance Access & Success Travis T. York,Alan S. Tinkler,Barri E. Tinkler,2018-11-01 Throughout the 90s and early 2000s service learning research was intensely focused on the student outcomes That body of research has effectively brought service learning from the fringes into the mainstream of institutionalized pedagogies In the past decade service learning research

has experienced an infusion of exploration in three distinct ways first large scale quantitative methodologies second a proliferation of research that has explored how different sub groups of students experience the pedagogy differently thusly resulting in variation among outcomes and third a focus on the experiences and outcomes associated for communities and community partners engaged in service learning In an effort to support these movements this volume of the Advances in Service Learning Research series Service Learning to Advance Access Success Bridging Institutional and Community Capacity focuses on how service learning can advance access and success Not simply access and success of students but the ways that service learning can advance access and success for all through bridging institutional and community capacity building The chapters in this volume serve as a testament to the ways in which service learning research continue to be advanced by thoughtful scholar practitioners The 12 chapters included in this volume are organized into three sections The first section focuses on how institutional and community partnerships can be leveraged to build community capacity The second section focuses on how institutions might build their own capacity to effect change for the good of society The third and final section focuses on six studies exploring the relationship service learning pedagogy has with access and success for students Of the six studies three are situated within the context of teacher preparation programs

Chinese Currere, Subjective Reconstruction, and Attunement Wanying Wang, 2020-03-16 This book proposes a new way of understanding the concept of currere first described by William Pinar as an approach to curriculum studies Derived from her subject position as a Chinese woman who has studied in Beijing and Hong Kong and now researches in Vancouver the author sets out to contribute to the distinctiveness of a Chinese cosmopolitan theory of curriculum as experienced the initial formulation of a Chinese currere Juxtaposing currere with elements of ancient Chinese philosophical thought to inform a cosmopolitan concept of spirituality chapters articulate the author's own journey through subjective reconstruction shedding light on how her subjectivity has been reconstructed through autobiography and academic study toward a coherent self capable of sustained critical and creative engagement with the world

Transforming Teacher Education through Service-Learning Virginia M. Jagla, Joseph A. Erickson, Alan S. Tinkler, 2013-12-01 Transforming Teacher Education through Service Learning provides a fresh look at educational reform through the lens of teacher preparation It poses the question Why service learning now as it discusses the meaningful ways service learning pedagogy can transform the approaches used to prepare teachers to educate tomorrow's children The pedagogy of service learning has significant implications for teacher education Its transformative aspects have far reaching potential to address teacher candidate dispositions and provide deeper understanding of diversity Knowledge of the pedagogy and how to implement it in candidates future classrooms could alter education to a more powerful experience of democracy in action and enhance the civic mission of schools The current and ongoing research found within this volume is meant to continue support of the notion of educational reform Because the vision we hold becomes the reality we experience it is imperative to consider the question Why service learning now as we

adjust teacher preparation programs to promote engaging opportunities for today s youth

The Enigmatic Realm of **Teachers Everyday Use Of Imagination And Intuition In Pursuit Of The Elusive Image**: Unleashing the Language is Inner Magic

In a fast-paced digital era where connections and knowledge intertwine, the enigmatic realm of language reveals its inherent magic. Its capacity to stir emotions, ignite contemplation, and catalyze profound transformations is nothing short of extraordinary. Within the captivating pages of **Teachers Everyday Use Of Imagination And Intuition In Pursuit Of The Elusive Image** a literary masterpiece penned by a renowned author, readers embark on a transformative journey, unlocking the secrets and untapped potential embedded within each word. In this evaluation, we shall explore the book's core themes, assess its distinct writing style, and delve into its lasting effect on the hearts and minds of those that partake in its reading experience.

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