

FOURTH EDITION

The Ethics of Teaching

Kenneth Strike
Jonas F. Soltis

THINKING ABOUT EDUCATION SERIES

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The Ethics of Teaching Kenneth Strike, Jonas F. Soltis, 2015-04-18 Written in a style that speaks directly to today's teacher The Ethics of Teaching Fifth Edition uses realistic case studies of day to day ethical dilemmas The book covers such topics as punishment and due process intellectual freedom equal treatment of students multiculturalism religious differences democracy teacher burnout professional conduct parental rights child abuse neglect sexual harassment *The Ethics of Teaching* Kenneth A. Strike, Jonas F. Soltis, 2009-04-25 This bestselling text has been expanded to include the most important ethical issues in contemporary schooling The Fifth Edition features A reconsideration of Equal Treatment of Students An updated list of Recommendations for Further Reading Written in a style that speaks directly to today's teacher The Ethics of Teaching Fifth Edition uses realistic case studies of day to day ethical dilemmas The book covers such topics as punishment and due process intellectual freedom equal treatment of students multiculturalism religious differences democracy teacher burnout professional conduct parental rights child abuse neglect sexual harassment The Ethics of Teaching is one of the five books in the highly regarded Teachers College Press THINKING ABOUT EDUCATION SERIES now in its Fifth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice Praise for Previous Editions Well written and easy to read should facilitate active class discussions The Professional Educator This text will surely engage readers and stimulate them to discuss a dimension of teaching that has been for too long on the back burner Phi Delta Kappan An excellent discussion guide for preservice applied philosophy courses or for inservice teachers interested in considering how their actions affect student self perception and classroom practice Educational Leadership Kenneth A Strike is Professor Emeritus at Cornell University and Professor of Cultural Foundations of Education at Syracuse University Jonas F Soltis is William Heard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College Columbia University Foundations of Education Samuel M. Craver, Maïke Ingrid Philipsen, 2011-06-30 Foundations of Education is organized around the major problems facing contemporary American education It offers a thorough scholarly treatment of these problems from historical philosophical and sociological perspectives bringing together relevant findings from those disciplines to analyze and illuminate a wide range of issues Each chapter focuses on a core topic including race gender equal opportunities school governance to give students a solid overview providing intellectually sound material that offers real depth and challenges students to think creatively Packed with exercises discussion questions international case studies for comparative purposes and supported by a fully up to date companion website this is a text that responds to current developments changes and trends in teacher education Foundations of Education will prepare a new generation of educators for a globalized and technology driven society that needs to be aware of its best educational traditions its current problems and its future possibilities School and Society Walter Feinberg, Jonas F. Soltis, 2004 The new edition has been expanded to include the most important issues in contemporary schooling including A new section that utilizes the lenses of

Functionalism Conflict Theory and Interpretivism to provide alternative readings of recent federal and state mandates regarding accountability standards and hightakes testing New references added to the useful Annotated Bibliography This book tackles such crucial questions as Do schools socialize students to become productive workers Does schooling reproduce social class and pass on ethnic and gender biases Can a teacher avoid passing on dominant social and cultural values What besides subjects do students really learn in schools

Leaders in Philosophy of Education ,2008-01-01 Since the 1960s we have witnessed the development of philosophy of education as a vital intellectual field Beginning with the work of Israel Scheffler at Harvard and spreading rapidly to the United Kingdom under the influence of R S Peters and Paul Hirst at the London Institute of Education analytical philosophers of education worked toward a new understanding of such central educational concepts as teaching learning explanation curriculum aims and objectives freedom and authority equality and liberal education They also examined theoretical issues in educational research and critiqued reigning ideas in educational psychology By the 1970s interest in the analysis of educational concepts and research methods had waned A new generation of philosophers of education turned to new issues including intellectual and practical virtues individual well being the education of girls and women the ethics of care creative thinking and imagination multicultural education globalization and many others In this book 24 leading philosophers of education since 1970 who remain influential today present the fascinating stories of their lives and important new contributions to the field They trace their early experiences initial encounters with philosophy and philosophy of education creative directions in their work mature ideas and perceptions of future directions for the field Each chapter contains a list of works chosen by the authors as their personal favorites

Curriculum and Aims Decker F. Walker,Jonas F. Soltis,2004 The revised fourth edition provides a broad perspective on the basic curriculum questions educators face regarding the purposes content design and structure of educational programs The authors deal with fundamental contemporary issues of curriculum theory and instructional practice

Approaches to Teaching Gary D. Fenstermacher,Jonas F. Soltis,2004 The Liberationist approach views the teacher as a liberator of the mind The classical liberationist stresses initiation into ways of knowing and the development of the student s intellectual and moral virtues The emancipationist variation stresses freeing the minds of students from false consciousness about their class race gender or ethnic status and other forms of social repression

BOOK JACKET Perspectives on Learning Denis Charles Phillips,Jonas F. Soltis,2004 Rather than simply outlining the classical and modern theories of learning this widely adopted text brings the material to life through case studies that engage students in debates about what really happens in classrooms Students are encouraged to test the strengths and weaknesses of each theory so that ultimately they will learn to formulate their own philosophies of teaching and learning

Perspectives on Learning is one of the five books in the highly regarded Teachers College Press Thinking About Education Series now in its Fourth Edition All of the books in this series are designed to help pre and in service teachers bridge the gap between theory and practice

Book jacket **Resources in Education**

,2001-04 *Index to Book Reviews in Religion* ,1990 **The Moral Work of Teaching and Teacher Education** Matthew N. Sanger,Richard D. Osguthorpe,2015-04-25 What makes teaching a moral endeavor How can we prepare classroom practitioners for engaging in that moral endeavor in meaningful and effective ways This volume brings together leading scholar who draw upon both their academic expertise and substantial wisdom of practice to offer a variety of perspectives on the challenge of preparing today s teachers for the moral work of teaching Book Features Examines the role that teacher preparation and development can play in addressing the moral work of teaching Highlights the work of leading scholars from educational psychology educational philosophy and teacher education Provides compelling insights for identifying the next generation of our nation s best teachers Contributors Wolfgang Althof Karen D Benson Marvin W Berkowitz Donald Blumenfeld Jones Elizabeth Campbell Julie Canniff Mary Crawford Lana Daly Rebecca Evers Cathie Fallona Gary Fenstermacher Anthony Holter Lisa E Johnson Daniel Lapsley Darcia Narvaez Virginia Navarro Larry Nucci Joy Pelton Virginia Richardson Don Senneville David Shields Barbara Stengel Jonatha W Vare Marilyn Watson Matthew Sanger is associate professor of Educational Foundations in the College of Education at Idaho State University Richard Osguthorpe is associate professor and chair of the Department of Curriculum Instruction and Foundational Studies at Boise State University The editors and contributors help us appreciate that many teachers come to the work precisely because of abiding moral commitments to help others to make a difference in the lives of the young to give something back to society But they also help us see how crucial it is to give candidates systematic support in coming to grips with the meaning of these commitments and how to translate them into pedagogical action for the well being of students and society alike From the Foreword by David T Hansen This book sheds light into the core of professional morality It should be a must for each student teacher and for each practitioner around school life Fritz Oser professor of education and educational psychology University of Fribourg Switzerland Lest we forget that teaching is inherently moral work Sanger and Osguthorpe explain what this means for teachers and teacher educators The combination of conceptual analysis and cases of teacher education practice make this book a valuable resource and welcome antidote to the current preoccupation with test scores Sharon Feiman Nemser Brandeis University Creating the Ethical School Bongsoon Zubay,Jonas F. Soltis,2005 Addressing the many ethical issues that arise daily in school this volume is a hands on guide for all K 12 practitioners an excellent teaching tool for preparing future teachers and an essential resource for anyone who wants to create a caring and supportive school environment This book features realistic provocative and ethically challenging case studies that can be adapted to both private and public school settings ideal for generating discussions about how to resolve given issues a range of encounters educators are apt to experience such as between teacher and teacher teacher and student parent and teacher and parent and administrator an array of ethical dilemmas and issues encountered at different grade levels on topics such as racism teasing cheating plagiarism anorexia free speech violence religion and much more and appendixes listing ethical standards for each

member of the school community and overviews of student understandings of right and wrong presented according to grade level The School Journal ,1904 *American Book Publishing Record* ,1998 Action Research in Teaching and Learning Lin Norton,2018-11-02 Practical and down to earth the second edition of Action Research in Teaching and Learning is an ideal introduction to the subject offering a distinctive blend of the theoretical and the practical grounded firmly in the global higher education landscape Written in an accessible style to build confidence it provides easily adaptable practical frameworks guidelines and advice on research practice within a higher education context The reader is guided through each stage of the action research process from engaging with the critical theory to the practical applications with the ultimate goal of providing a research study which is publishable Supplemented by useful pedagogical research tools and exemplars of both qualitative and quantitative action research studies this new edition features chapters engaging with teaching excellence and analysing qualitative and quantitative research additions to the resources section and a new preface focusing more explicitly on the ever growing number of part time academics Action Research in Teaching and Learning combines a theoretical understanding of the scholarly literature with practical applications and is an essential critical read for any individual teaching or undertaking action research **El-Hi Textbooks & Serials in Print, 2003** ,2003 *Teacher Lore and Professional Development for School Reform* Gretchen E. Schwarz,Joye Alberts,1998-07-23 The power of the stories of teachers and students in the classroom teacher lore is inspiring and is the starting place for real reform in education

Bibliographic Guide to Education ,1993 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library *Teach Thinking by Discussion* Donald A. Bligh,1986 **The Routledge Companion to Accounting Education** Richard M.S. Wilson,2014-04-29 Many enquiries into the state of accounting education training undertaken in several countries over the past 40 years have warned that it must change if it is to be made more relevant to students to the accounting profession and to stakeholders in the wider community This book s over riding aim is to provide a comprehensive and authoritative source of reference which defines the domain of accounting education training and which provides a critical overview of the state of this domain including emerging and cutting edge issues as a foundation for facilitating improved accounting education training scholarship and research in order to enhance the educational base of accounting practice The Routledge Companion to Accounting Education highlights the key drivers of change whether in the field of practice on the one hand e g increased regulation globalisation risk and complexity or from developments in the academy on the other e g pressures to embed technology within the classroom or to meet accreditation criteria on the other Thirty chapters written by leading scholars from around the world are grouped into seven themed sections which focus on different facets of their respective themes including student curriculum pedagogic and assessment considerations

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