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Merging Subjects and Students into Teaching Knowledge

MARY M. KENNEDY

The viewpoints offered in these chapters present a dilemma: They are quite diverse, yet each by itself is credible. Since each is credible alone, it would be foolish to select one from each group and reject the others. Moreover, within every group, we learn something from the *juxtaposition* of these perspectives that adds to what we learn from the individual chapters. The differences between C. Anderson and Lawson in science, between Banks and Wilson in history, and between Romano and Hillocks in writing help us better understand these academic subjects. In most cases, these authors are not describing different phenomena, but rather different perspectives on the same phenomenon. For instance, Lawson describes science as a process of discovery of the nature of things via the creative generation of alternative hypotheses and their testing, whereas Anderson describes science as a process of *collective* sense making. Neither definition is contrary to the other; they merely emphasize different aspects of science. Similarly, Floden, Engelmann, and A. Anderson are not talking about different phenomena. All of them are talking about how students learn. Viewing these phenomena from multiple vantage points allows us to understand them far better than we could from only one vantage point.

Few outsiders of a discipline have such opportunities. And few teachers have such opportunities. If teachers had the kind of multifaceted, deep understanding of academic subject and of diverse learners that these authors describe, if they viewed their academic subject and their diverse learners from the multiple perspectives described here, we would not be worrying about education as we continually do in this country. Indeed, very few teachers hold the kind of knowledge that these authors described individually, let alone the ability to view either their subject or their learners from more than one perspective.

Teaching Academic Subjects To Diverse Learners What Teachers Need To Know

M Mark



Teaching Academic Subjects To Diverse Learners What Teachers Need To Know:

Teaching Academic Subjects To Diverse Learners What Teachers Need To Know Book Review: Unveiling the Power of Words

In a global driven by information and connectivity, the power of words has be evident than ever. They have the capacity to inspire, provoke, and ignite change. Such may be the essence of the book **Teaching Academic Subjects To Diverse Learners What Teachers Need To Know**, a literary masterpiece that delves deep in to the significance of words and their impact on our lives. Compiled by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we will explore the book is key themes, examine its writing style, and analyze its overall affect readers.

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