

# Teaching as a Reflective Practice

The German  
Didaktik Tradition



Edited by

Ian Winchester • Stefan Heymann  
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# Teaching As A Reflective Practice The German Didaktik Tradition

**Didier Musso**



## **Teaching As A Reflective Practice The German Didaktik Tradition:**

**Teaching As A Reflective Practice** Ian Westbury, Stefan Hopmann, Kurt Riquarts, 2012-08-06 This volume presents a mix of translations of classical and modern papers from the German Didaktik tradition newly prepared essays by German scholars and practitioners writing from within the tradition and interpretive essays by U S scholars It brings this tradition which virtually dominated German curricular thought and teacher education until the 1960s when American curriculum theory entered Germany and which is now experiencing a renaissance to the English speaking world where it has been essentially unknown The intent is to capture in one volume the core at least of the tradition of Didaktik and to communicate its potential relevance to English language curricularists and teacher educators It introduces a theoretical tradition which although very different in almost every respect from those we know offers a set of approaches that suggest ways of thinking about problems of reflection on curricular and teaching praxis the core focus of the tradition which the editors believe are accessible to North American readers with appropriate translation These ways of thinking and related praxis are very relevant to notions such as reflective teaching and the discourse on teachers as professionals By raising the possibility that the new tradition of Didaktik can be highly suggestive for thinking through issues related to a number of central ideas within contemporary discourse and for exploring the implications of these ideas for both teacher education and for a curriculum theory appropriate to these new contexts for theorizing this book opens up a gold mine of theoretical and practical possibilities

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International Handbook of Research in Arts Education Liora Bresler, 2007-03-05 Providing a

distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research

*Traditions in German-Speaking Mathematics Education Research* Hans Niels Jahnke, Lisa Hefendehl-Hebeker, 2019-02-13 This open access book shares revealing insights into the development of mathematics education research in Germany from 1976 ICME 3 in Karlsruhe to 2016 ICME 13 in Hamburg How did mathematics education research evolve in the course of these four decades Which ideas and people were most influential and how did German research interact with the international community These questions are answered by scholars from a range of fields and in ten thematic sections 1 a short survey of the development of educational research on mathematics in German speaking countries 2 subject matter didactics 3 design science and design research 4 modelling 5 mathematics and Bildung 1810 to 1850 6 Allgemeinbildung Mathematical Literacy and Competence Orientation 7 theory traditions 8 classroom studies 9 educational research and 10 large scale studies During the time span presented here profound changes took place in German speaking mathematics education research Besides the traditional fields of activity like subject matter didactics or design science completely new areas also emerged which are characterized by various empirical approaches and a closer connection to psychology sociology epistemology and general education research Each chapter presents a respective area of mathematics education in Germany and analyzes its relevance for the development of the research community not only with regard to research findings and methods but also in terms of interaction with the educational system One of the central aspects in all chapters concerns the constant efforts to find common ground between mathematics and education In addition readers can benefit from this analysis by comparing the development shown here with the mathematical education research situation in their own country

*On the Theory of Content Transformation in Education* Tomáš Janík, Jan Slavík, Petr Najvar, Tereza Češková, 2024-03-21 This volume presents a novel theoretical micro analytical model the 3A Methodology for assessing the quality of school education Drawing on philosophers as well as theoretical and pedagogical traditions from European and American contexts the authors construct a model that is relevant to teachers researchers and teacher educators regardless of cultural setting The chapters explain the 3A Methodology as a specific research tool developed to study classroom situations in the form of case studies revealing findings that demonstrate prototypical failures didactic formalism that threaten to compromise the quality of learning as well as prototypical didactic virtues that verifiably support students learning Ultimately building on the distinction of three modes of existence of educational content the intersubjective the subjective and the objective modes the book helps rediscover didactics as a transdisciplinary theory of content

transformation and contributes to the improvement of teaching and learning in the classroom long term This volume will be of interest to scholars researchers and postgraduate students working in school education educational psychology and didactics more broadly Teacher educators and school administrators may also find the book of interest Chapters 1 3 and 6 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license      The Bloomsbury Handbook of Continental Philosophy of Education John Baldacchino, Herner Saeverot, 2024-07-11 This handbook is the first reference work to explore and define what continental philosophy of education is or could be and what its boundaries are serving as a point of entry for those who need an overview of the ideas in the field The book includes 34 chapters written by leading scholars based in Belgium Canada China Croatia Cyprus Denmark Finland Germany Hong Kong Iceland Ireland Israel Lithuania the Netherlands Norway New Zealand Sweden Taiwan the UK and the USA It is subdivided into three sections covering the metaphysics ethics and aesthetics of education and the chapters focus on philosophical concepts such as otherness empathy and personhood and problems including political influences on education and the limits of education The contributors discuss a range of continental thinkers and look at how their work has influenced the wider field of philosophy of education

*Digital Learning and Teaching in Chemistry* Yehudit Dori, Courtney Ngai, Gabriela Szeinberg, 2023-07-12 Education is always evolving and most recently has shifted to increased online or remote learning Digital Learning and Teaching in Chemistry compiles the established and emerging trends in this field specifically within the context of learning and teaching in chemistry This book shares insights about five major themes best practices for teaching and learning digitally digital learning platforms virtual visualisation and laboratory to promote learning in science digital assessment and building communities of learners and educators The authors are chemistry instructors and researchers from nine countries contributing an international perspective on digital learning and teaching in chemistry While the chapters in this book span a wide variety of topics as a whole they focus on using technology and digital platforms as a method for supporting inclusive and meaningful learning The best practices and recommendations shared by the authors are highly relevant for modern chemistry education as teaching and learning through digital methods is likely to persist Furthermore teaching chemistry digitally has the potential to bring greater equity to the field of chemistry education in terms of who has access to quality learning and this book will contribute to that goal This book will be essential reading for those working in chemical education and teaching Yehudit Judy Dori is internationally recognised formerly Dean of the Faculty of Education of Science and Technology at the Technion Israel Institute of Technology and won the 2020 NARST Distinguished Contributions to Science Education through Research Award DCRA for her exceptional research contributions Courtney Ngai and Gabriela Szeinberg are passionate researchers and practitioners in the education field Courtney Ngai is the Associate Director of the Office of Undergraduate Research and Artistry at Colorado State University Gabriela Szeinberg serves as Assistant Dean and

Academic Coordinator for the College of Arts and Sciences at Washington University in St Louis

**Cognition, Metacognition, and Culture in STEM Education** Yehudit Judy Dori, Zemira R. Mevarech, Dale R. Baker, 2017-12-01 This book addresses the point of intersection between cognition metacognition and culture in learning and teaching Science Technology Engineering and Mathematics STEM We explore theoretical background and cutting edge research about how various forms of cognitive and metacognitive instruction may enhance learning and thinking in STEM classrooms from K 12 to university and in different cultures and countries Over the past several years STEM education research has witnessed rapid growth attracting considerable interest among scholars and educators The book provides an updated collection of studies about cognition metacognition and culture in the four STEM domains The field of research cognition and metacognition in STEM education still suffers from ambiguity in meanings of key concepts that various researchers use This book is organized according to a unique manner Each chapter features one of the four STEM domains and one of the three themes cognition metacognition and culture and defines key concepts This matrix type organization opens a new path to knowledge in STEM education and facilitates its understanding The discussion at the end of the book integrates these definitions for analyzing and mapping the STEM education research Chapter 4 is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com)

**The Educated Subject and the German Concept of Bildung** Rebekka Horlacher, 2015-11-06 German education plays a huge role in the development of education sciences and modern universities internationally It is influenced by the educational concept of Bildung which defines Germany's theoretical and curricular ventures This concept is famously untranslatable into other languages and is often misinterpreted as education instruction training upbringing and other terms which don't encompass its cultural ambitions Despite this hurdle Bildung is now being recognized in current discussions of education issues such as standardization teaching to the test evidence based policy and high stakes testing This volume clears up the confusion and misunderstandings surrounding Bildung by examining the origins of the concept and how it has been applied throughout history It paves the way for educators to fully understand and benefit from this model and all it has to offer

**Annals of Entrepreneurship Education and Pedagogy - 2021** Charles H. Matthews, Eric W. Liguori, 2021-01-29 If you are looking for the intersection of past practices current thinking and future insights into the ever expanding world of entrepreneurship education then you will want to read and explore the fourth edition of the Annals of Entrepreneurship Education and Pedagogy Prepared under the auspices of the United States Association for Small Business and Entrepreneurship USASBE this edited volume covers a broad range of scholarly practical and thoughtful perspectives on a compelling range of entrepreneurship education issues

**Sports Didactics in Europe** Brigitta Höger, Konrad Kleiner, 2022 During the past decades the scientific discipline of Sports Didactics has developed in a heterogeneous manner across national borders and individual university locations in Europe Its position and situatedness has been characterised by its relation to and differentiation from Sports Pedagogy and other sub

disciplines within sports and educational sciences The significance of Sports Didactics remains closely connected to the role of the school subject Physical Education as well as Physical Education Teacher Education at universities and colleges This collected volume provides an overview of the subject understandings theory landscapes research contexts and practice models across 24 European countries along five lines of investigation national historical developments of Sports Didactics main trends and tendencies of theoretical differentiation application fields of research and theory formation recent research perspectives and possible future developments

**Re-envisioning Chinese Education** Guoping Zhao,Zongyi Deng,2015-10-30 Maintaining education as a pedagogical space for human formation this book is distinctive in looking at the crisis rather than the success of Chinese education The editors and contributors mostly overseas and mainland Chinese scholars argue that modern Chinese education has been built upon a superficial and instrumental embrace of Western modernity and a fragmented appropriation of Chinese cultural heritage They call for a rethinking and re envisioning of Chinese education grounded in and enriched by various cultural traditions and cross cultural dialogues Drawing on Chinese history and culture Western and Chinese philosophies curriculum and pedagogical theories the collected volume analyzes 1 why education as person making has failed to take root in contemporary China 2 how the purpose of education has changed during the process of China s modernization and 3 what a rediscovery of the meaning of person making implies for rethinking and re envisioning Chinese education in the current age of globalization and social change Re envisioning Chinese Education The meaning of person making in a new age discusses among other issues China s Historical Encounter with the West and Modern Chinese Education Rediscover Lasting Values Confucian Cultural Learning Models in the Twenty first Century Rethinking and Re envisioning Chinese Didactics Implications from the German Didaktik Tradition The New Basic Education and the Development of Human Subjectivity A Chinese Experience This book will be relevant for scholars researchers and policy makers everywhere who seek a more balanced more sophisticated and philosophically better grounded understanding of Chinese education

Teachers Talking about their Classrooms Carmel Mesiti,Michèle Artigue,Hilary Hollingsworth,Yiming Cao,David Clarke,2021-07-15 Different communities speaking different languages employ different naming systems to describe the events actions and interactions of the mathematics classroom The International Classroom Lexicon Project documented the professional vocabulary available to middle school mathematics teachers in Australia Chile China the Czech Republic Finland France Germany Japan Korea and the United States National teams of researchers and experienced teachers used a common set of classroom videos to stimulate recognition of familiar terms describing aspects of the mathematics classroom This book details the existing professional vocabulary in each international community by which mathematics teachers conceptualise their practice and explores the characteristics structures and distinctive features of each national lexicon This book has the potential to enrich the professional vocabulary of mathematics teachers around the world by providing access to sophisticated classroom practices named by teachers in different countries This one volume

offers separate individual lexicons developed from empirical research the capacity to juxtapose such lexicons and an unmatched opportunity to highlight the cultural historical and linguistic bases of teachers professional language **The SAGE Handbook of Curriculum, Pedagogy and Assessment** Dominic Wyse, Louise Hayward, Jessica Pandya, 2015-12-03 The research and debates surrounding curriculum pedagogy and assessment are ever growing and are of constant importance around the globe With two volumes containing chapters from highly respected researchers whose work has been critical to understanding and building expertise in the field The SAGE Handbook of Curriculum Pedagogy and Assessment focuses on examining how curriculum is treated and developed and its impact on pedagogy and assessment worldwide The Handbook is organised into five thematic sections considering The epistemology and methodology of curriculum Curriculum and pedagogy Curriculum subjects Areas of the curriculum Assessment and the curriculum The curriculum and educational policy The SAGE Handbook of Curriculum Pedagogy and Assessment s breadth and rigour will make it essential reading for researchers and postgraduate students around the world Beyond Fragmentation: Didactics, Learning and Teaching in Europe Meinert Meyer, Brian Hudson, 2011-05-30 There is great diversity in teacher education systems and approaches to learning and teaching practice across Europe even though the practical everyday problems of the various national education systems may be very similar Against this background in the field of research on didactics learning and teaching it is important to overcome fragmentation and to find common ground In this book the editors demonstrate how far we have come over recent years in advancing research in the field which has the ultimate aim of improving learning and teaching The editors recognise the diverging national and local practices as a starting point in searching for common ground and in creating shared understandings The book is organised in six parts with 26 chapters in which the authors examine whether there is a paradigmatic shift from teaching to learning take a closer look at various teacher education models and their empirical basis discuss the importance of subject didactics curriculum work and lesson planning and analyse the impact of Information and Communication Technologies on didactical design Finally they relate the empirical findings to theory construction and offer proposals to further advance this vital field by increasing levels of international co operation

*Designing for Learning in a Networked World* Nina Bonderup Dohn, 2018-02-28 Designing for Learning in a Networked World provides answers to the following questions what skills are required for living in a networked world how can educators design for learning these skills and what role can and should networked learning play in a networked world It discusses central theoretical concepts and draws on current debates about competences necessary to thrive in contemporary society The book presents detailed analyses of skills needed and investigates the question of how one can design for learning in specific empirical cases ranging in academic level from preschool to university teaching The book clarifies the different conceptions of design within the educational field and offers a framework for thinking critically about instances of networked learning It analyses digital and Computational Literacy and discusses participatory skills for learning in a networked world



Examples of specific empirical cases include teaching programming to students not necessarily intrinsically motivated to learn facilitation of a participatory public in the library and designs for children's transition from day care to primary school discussed as a matter of networked contexts Engaging thoughtfully with the question of 21st century skills this book will be vital reading to scholars researchers and students within the fields of education networked learning learning technology and the learning sciences digital literacy design for learning and library studies

**International Perspectives on School Settings, Education Policy and Digital Strategies** Annika Wilmers, Sieglinde Jornitz, 2021-02-15 An exchange on education ideas has shaped the transatlantic discourse in education for a long time Over the past two decades education science has increasingly become networked internationally Since 2015 the Office for International Cooperation in Education at DIPF Leibniz Institute for Research and Information in Education has organized international sessions on education research at the Annual Meetings of the American Educational Research Association thus providing a floor for transatlantic exchange on current research topics The volume gives an overview of the transatlantic activities in education research with regard to these sessions representing a collection of topics ranging from school development over the use of large scale assessment and digital data in education to questions related to migration and public education or the economization of education At the same time the volume offers a reflection on the assets and obstacles of international exchange

Curriculum Studies as an International Conversation Daniel F. Johnson-Mardones, 2018-04-09 Examining Curriculum Studies from an international perspective this book focuses on the relations between the Anglo Saxon and Latin American educational traditions Informed by William F Pinar's conceptualization of curriculum as currere Johnson Mardones reconsiders curriculum as an international conversation and advances an intercultural dialogue among educational traditions to put forth a more comprehensive and inclusive theory of curriculum Moving beyond the Anglo Saxon space and into the Global South Johnson Mardones brings in his own non Western educational experience to the center of this inquiry and situates cosmopolitanism as a necessary but complex component of Curriculum Studies

**Encyclopedia of the Sciences of Learning** Norbert M. Seel, 2011-10-05 Over the past century educational psychologists and researchers have posited many theories to explain how individuals learn i.e. how they acquire organize and deploy knowledge and skills The 20th century can be considered the century of psychology on learning and related fields of interest such as motivation cognition metacognition etc and it is fascinating to see the various mainstreams of learning remembered and forgotten over the 20th century and note that basic assumptions of early theories survived several paradigm shifts of psychology and epistemology Beyond folk psychology and its naive theories of learning psychological learning theories can be grouped into some basic categories such as behaviorist learning theories connectionist learning theories cognitive learning theories constructivist learning theories and social learning theories Learning theories are not limited to psychology and related fields of interest but rather we can find the topic of learning in various disciplines such as philosophy and epistemology education information

science biology and as a result of the emergence of computer technologies especially also in the field of computer sciences and artificial intelligence As a consequence machine learning struck a chord in the 1980s and became an important field of the learning sciences in general As the learning sciences became more specialized and complex the various fields of interest were widely spread and separated from each other as a consequence even presently there is no comprehensive overview of the sciences of learning or the central theoretical concepts and vocabulary on which researchers rely The Encyclopedia of the Sciences of Learning provides an up to date broad and authoritative coverage of the specific terms mostly used in the sciences of learning and its related fields including relevant areas of instruction pedagogy cognitive sciences and especially machine learning and knowledge engineering This modern compendium will be an indispensable source of information for scientists educators engineers and technical staff active in all fields of learning More specifically the Encyclopedia provides fast access to the most relevant theoretical terms provides up to date broad and authoritative coverage of the most important theories within the various fields of the learning sciences and adjacent sciences and communication technologies supplies clear and precise explanations of the theoretical terms cross references to related entries and up to date references to important research and publications The Encyclopedia also contains biographical entries of individuals who have substantially contributed to the sciences of learning the entries are written by a distinguished panel of researchers in the various fields of the learning sciences

Blackboards and Bootstraps David Hamilton, Benjamin Zufiaurre, 2014-02-05

Blackboards and Bootstraps Revisioning education and schooling contributes to an international conversation about public education that in recent decades has been attenuated if not silenced by advocates of neoliberalism marketisation and neocorporatism Written for a wide audience this book is not a manifesto for the twenty first century It is more of an invitation than a blueprint In drawing a distinction between education and schooling it identifies recovers and explores many ideas about education and schooling that are no less important to the practice of the present than they were to the pedagogues of the past The introduction questions the role of schooling in the future trajectory of spaceship earth The remainder of the book considers these questions by revisiting a range of ideas that underpin current practice It launches itself by returning to the sixteenth century a time when the organisation and conduct of modern schooling took shape around a new set of terms syllabus class curriculum and didactics that in their Latin forms not only became prominent in the international educational lexicon but also survived into the twentieth century By the First World War there was an international awareness that schooling is not the same as education Schooling originally for the land owning mercantile and commercial elites of the sixteenth century had only partially engaged with the visions of democratic schooling voiced in the eighteenth century Enlightenment and the subsequent extension of suffrage and national and sexual liberation movements Impressed by the universalistic achievements of the Renaissance and the Enlightenment the authors raise the prospect of a new educational humanism in the globalised world of the twenty first century

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