# TEACHING ABOUT

Problements and effects

Lawrence Stenhouse, Gapendra K. Verma. Robert D. Wild and Jon Nixon

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# **Teaching About Race Relations Problems And Effects**

**Phillida Salmon** 

### **Teaching About Race Relations Problems And Effects:**

Teaching About Race Relations (RLE Edu J) Lawrence Stenhouse, Gajendra Verma, Robert Wild, Jon Nixon, 2012-06-25 This is the report of two linked research projects the SSRC Project on Problems and Effects of Teaching about Race Relations and the Calouste Gulbenkian Foundation Project on Teaching About Race Relations through Drama Its aim is to help teachers who will face race as a theme whether it arises in the normal course of their subject teaching or is introduced as a separate topic The project worked with three groups of teachers each of which adopted a different approach and the results of the testing programme are given alongside a series of case studies of classroom teaching The book includes a summary of the findings of the research express as hypotheses and an account of the teacher dissemination of the project s work it concludes with reflections by the director of the project and a participant teacher **Teaching about Race Relations**, 2012 This is the report of two linked research projects the SSRC Project on Problems and Effects of Teaching about Race Relations and the Calouste Gulbenkian Foundation Project on Teaching About Race Relations through Drama Its aim is to help teachers who will face race as a theme whether it arises in the normal course of their subject teaching or is introduced as a separate topic The project worked with three groups of teachers each of which adopted a different approach and the results of the testing programme are given alongside a series of case studies of classroom teaching The book includes a summary of the findings of the research express as hypotheses and an account of the teacher dissemination of the project s work it concludes with reflections by the director of the project and a participant teacher Resources in Education ,1999-04 Problems and Effects of Teaching about Race Relations L. A. Stenhouse, Social Science Research Council (Great Britain), 1990

Multicultural Education Towards Good Practice Rahjit Arora, C.G. Duncan, 2014-04-08 First Published in 1986 With the rapidly shrinking size of our world in relation to travel communication and business together with the important virtues of truth justice and equality the demand for education to reflect positively all races of people and to make a concerted attack against stereotypes negative and racist attitudes to some races is at last becoming commonplace The book is in the main written for student teachers practising teachers probationers and experienced and teacher trainers who will find this volume of immense use from a practical point of view *Curriculum, Pedagogy and Educational Research* John Elliott, Nigel Norris, 2012-03-15 Lawrence Stenhouse was one of the most distinguished original and influential educationalists of his generation His theories about curriculum curriculum development pedagogy teacher research and research as a basis for teaching remain compelling and fresh and continue to be a counterpoint to instrumental and technocratic thinking in education In this book renowned educationalists describe Stenhouse's contribution to education explore the contemporary relevance of his thinking and bring his work and legacy to the attention of a wide range of students teachers teacher educators and others involved in education Stenhouse saw the primary aim of education as the development of individuality through a creative and critical engagement with culture He was an early advocate of inclusive education and was committed

to making available to all pupils an education that was challenging and empowering For Stenhouse many of the problems of education stemmed not so much from its content as from the terms and conditions under which students were required to access it Consequently he pioneered an approach to curriculum reform that stressed the quality of the educational process and the values that defined it as opposed to rational curriculum planning which stressed the pre specification of measureable learning outcomes Stenhouse devised the curriculum reform movement s most ambitious strategy the process model and was its principal theorist His idea of the teacher as researcher lay at the heart of this strategy as the means by which the values that define a worthwhile educational process could be progressively realized by teachers in concrete forms of action within their classrooms and schools What marked out Stenhouse's unique contribution to the field of curriculum was his distinctive conceptualisation of the relationship between the teacher authority the learner autonomy and the subject matter understanding Founded on his epistemological scepticism and forged in his encounters with expertly discerning teachers who valued and nurtured the intellectual independence of students Stenhouse acquired an acute appreciation of the ways in which teaching enhances or inhibits develops or displaces the potential for autonomous thinking of students He changed the relationship between curriculum theory educational research and teachers placing teachers right at the heart of the curriculum development process and the teacher as researcher at the heart of teacher professionalism **Teachers** Phillida Salmon, 2022-03-29 First published in 1988 Psychology for Teachers offers a new approach to the study of the psychology of education In contrast to many traditional texts in which measurement is overemphasized and the individual tends to disappear in generalizations this accessible book stresses the importance of both the individual and the process of learning and considers all aspects of schooling from the viewpoint of the person whether teacher or pupil Phillida Salmon provides a profile of the learning classroom through detailed case studies and examples Her thesis will find an immediate response with all those who work in education Psychology for Teachers offers both to those in training and in the classroom and to those who work with them a new and helpful way of engaging with the challenge of education and invites them to consider from a fresh viewpoint some critical issues in schooling Routledge Library Editions: Education Mini-Set L Sociology of Education Various, 2021-06-23 Mini set L Sociology of Education re issues 48 volumes originally published between 1928 and 1990 The books in this mini set discuss Teaching and social change research processes in education class race culture and education marxist perspectives in the sociology of education the family and education the sociology of the classroom and school organization The Research Process in Educational Settings (RLE Edu L) Robert Burgess, 2012-05-04 This book presents a series of research biographies based on research experiences in the study of educational settings The main aim is to provide a set of first person accounts on doing research that combine analysis with description The contributors have been drawn from the disciplines of sociology and educational studies and have all conducted ethnographic work or case studies in a variety of educational settings Crash Politics and Antiracism Philip

S. S. Howard, George J. Sefa Dei, George Jerry Sefa Dei, 2008 Counterpoints publishes the most compelling and imaginative books being written in education today Grounded on the theoretical advances in criticalism feminism and postmodernism in the last two decades of the twentieth century Counterpoints engages the meaning of these innovations in various forms of educational expression Committed to the proposition that theoretical literature should be accessible to a variety of audiences the series insists that its authors avoid esoteric and jargonistic languages that transform educational scholarship into an elite discourse for the initiated

#### Teaching About Race Relations Problems And Effects Book Review: Unveiling the Magic of Language

In a digital era where connections and knowledge reign supreme, the enchanting power of language has be more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Teaching About Race Relations Problems And Effects**," written by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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