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Approaches to Teaching. By Gary D. Fenstermacher and Jonas F. Soltis. New York: Teachers College Press, 1986. Anne Wescott Dodd. NASSP Bulletin 1987 71: 495, 115-116 Download Citation. If you have the appropriate software installed, you can download article citation data to the citation manager of your choice. Simply select your manager ...

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Approaches To Teaching: Author(S) by Gary D. Fenstermacher, Jonas F. Soltis: Publication Data: by Teachers College Press (first December 1986) Publication Date: by Teachers College Press (first December 1986) Edition: 60982nd Edition: Physical Description: NA: Subject: Education: Subject Readings: Education: Pages: Paperback: Copies: 2

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What do I expect my students to eventually become? Is the way I structure my teaching influenced by how I view my role and goals? This updated edition also adds a new section called “Topics and Resources” to encourage further inquiry into teaching. Approaches to Teachingis one of the five books in the highly regarded Teachers College Press THINKING ABOUT EDUCATION SERIES, now in itsFifth Edition. All of the books in this series are designed to help pre- and in-service teachers bridge the gap between theory and practice. Gary D Fenstermacheris Professor of Education at the University of Michigan, Ann Arbor.Jonas F. Soltisis William Beard Kilpatrick Professor Emeritus of Philosophy and Education at Teachers College, Columbia University.Matthew N Sangeris Assistant Professor of Educational Foundations at Idaho State University. *

This text has been designed for students just starting their study of education as well as for experienced teachers. Its main aim is to provide deep reflection on what teaching is and should be. Using both classical and contemporary perspectives, the authors describe three basic approaches to teaching and explore the strengths and weaknesses of each. The executive approach views the teacher as a skillful manager of learning who helps students reach high levels of self-actualization. The liberationist approach views the teacher as a frter of the mind and developer of the students' intellectual and moral virtues. A set of cases and disputes provides realistic context for teachers to critically assess the philosophical positions on teaching that they are developing. The second edition adds updated references to each approach and provides a useful index.

A blueprint for improving the American public school system cites the inherent flaws of progress-based systems, recommending practices that tap the talents, motivational instincts, and potential of students and teachers.

Praise for Maryellen Weimer's Inspired College Teaching "The thoughtfulness, personalization, and consideration Maryellen Weimer demonstrates in discussing the experience of faculty members, her ability to identify issues that are shared and solvable, and her suggestions and solutions to commonly experienced stressors and difficulties in college teaching are major strengths of this volume. . . . In a way, it is a "workshop between book covers"—or perhaps several workshops!" —Laura L. B. Border, director, Graduate Teacher Program and Collaborative Preparing Future Faculty Network, University of Colorado at Boulder "A book by Maryellen Weimer always displays her wonderful grasp of the literature on college teaching and learning, her ability to tell good stories, and her wit and wisdom. This one is no exception." —Nancy Van Note Chism, professor, Indiana University School of Education, Indiana University-Purdue University Indianapolis

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Student and novice researchers may have a general idea for a topic they would like to research, but have a difficult time settling on a more specific topic and its associated research questions. Addressing this problem, this book features contributions from over thirty diverse and experienced research supervisors, mentors, and principal investigators in the field of language teacher education. The chapters are autobiographic in nature, with each contributing author reflecting on relevant, current and innovative research topics through the lens of their own professional life and research work. Offering explicit research topics and strategies for each area of expertise, this book will serve as a useful reference for the seasoned qualitative or narrative researcher, and a helpful guide for new researchers and teacher researchers narrowing down their own research topics.

In a conversational style, this market-leading text shows how to apply effective, realistic, research-based teaching practices in today's heterogeneous classrooms. Effective Teaching Methods: Research-Based Practice, 8/E, prepares teachers to meet the many challenges presented by the changing face of the American school and classroom teaching today—and discover the opportunities for professional growth and advancement those changes provide. The content presented is the direct result of years of research and observation of effective teaching practices in actual classrooms. These are the experiences of real teachers in real classroom, showing teachers both what to do to meet today's teaching challenges, and how to do it. The 8th edition provides readers with new coverage of important topics including Multiple Intelligences, professional learning communities, working with parents, and standardized testing. A new chapter on Technology Integration includes information on 21st century learning technologies, why teaching with technology is important, and assessing technology integration as well as its effectiveness.

A Guide to Composition Pedagogies is the essential bibliographic guide written for newcomers to the field. This best-selling guide familiarizes writing instructors with the current topography of Composition Studies and directs them to the best books and articles for further exploration.

Why does the church teach? And what should it teach? In recent years, traditional Sunday school and education programs have declined in influence and effectiveness. Education in the church is often sidelined by other competing priorities, and our efforts become haphazard and random. As a result, many Christians have not learned the fundamental doctrinal content of the faith. As a response, a growing number of church ministries have moved toward an emphasis on Christian spiritual formation. But churches must hold together education and formation, the teaching of the faith and the forming of the faithful. In this comprehensive text, Gary Farrett and Steve Kang attend to both the content and process of educational and formational ministries. They set forth a thoroughly biblical vision for intentional teaching of the Christian faith, with a holistic concern for what and whom is taught as well as how and why. Fully apprised of developments in educational theory and pedagogy, Farrett and Kang propose a core curriculum for recovering the full scope of Christian proclamation and reinvigorating the teaching ministry of the church. Their vision has implications not merely for catechesis, but for preaching, worship, children's and youth ministry, and much more. The body of Christ can become all that God intends it to be, through intentional practices that foster personal and corporate formation. Here is guidance for individuals and congregations on that journey.

Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity (LTI) from a broad range of research fields. Drawing on their personal research experience, 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it. The chapters are narrative in nature and take the form of guided reflections within a common chapter structure, with authors embedding their discussions within biographical accounts of their professional lives and research work. Authors weave discussions of LTI into their own research biographies, employing a personal reflective style. This book also looks to future directions in LTI research, with suggestions for research topics and methodological approaches. This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally.

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