

RE AUTHORIZING TEACHING

GETTING THE BOOKS **RE AUTHORIZING TEACHING** NOW IS NOT TYPE OF INSPIRING MEANS. YOU COULD NOT ON YOUR OWN GOING BEARING IN MIND EBOOK ACCRETION OR LIBRARY OR BORROWING FROM YOUR FRIENDS TO RIGHT TO USE THEM. THIS IS AN UNQUESTIONABLY EASY MEANS TO SPECIFICALLY ACQUIRE LEAD BY ON-LINE. THIS ONLINE DECLARATION **RE AUTHORIZING TEACHING** CAN BE ONE OF THE OPTIONS TO ACCOMPANY YOU TAKING INTO ACCOUNT HAVING FURTHER TIME.

IT WILL NOT WASTE YOUR TIME. PUT UP WITH ME, THE E-BOOK WILL DEFINITELY SPREAD YOU NEW ISSUE TO READ. JUST INVEST LITTLE GROW OLD TO APPROACH THIS ON-LINE DECLARATION **RE AUTHORIZING TEACHING** AS COMPETENTLY AS EVALUATION THEM WHEREVER YOU ARE NOW.

WHAT IS NARRATIVE THERAPY? - ALICE MORGAN 2000

THIS BEST SELLING BOOK IS AN EASY-TO-READ INTRODUCTION TO THE IDEAS AND PRACTICES OF NARRATIVE THERAPY WITH ACCESSIBLE LANGUAGE, A CONCISE STRUCTURE AND A WIDE RANGE OF PRACTICAL EXAMPLES. THIS BOOK COVERS A BROAD SPECTRUM OF NARRATIVE PRACTICES INCLUDING EXTERNALISATION, RE-MEMBERING, THERAPEUTIC LETTER WRITING, THE USE OF RITUALS, LEAGUES, REFLECTING TEAMS AND MUCH MORE. IF YOU ARE A THERAPIST, HEALTH WORKER OR COMMUNITY WORKER WHO IS TRYING TO APPLY NARRATIVE IDEAS IN YOUR OWN WORK CONTEXT, THIS BOOK HAS BEEN WRITTEN WITH YOU IN MIND.

THE ROUTLEDGE INTERNATIONAL HANDBOOK OF TEACHER AND SCHOOL DEVELOPMENT - CHRISTOPHER DAY 2012-06-25

THE INTERNATIONAL HANDBOOK OF TEACHER AND SCHOOL DEVELOPMENT BRINGS TOGETHER A COLLECTION OF RESEARCH AND EVIDENCE-BASED AUTHORITATIVE WRITINGS WHICH FOCUS ON INTERNATIONAL TEACHER AND SCHOOL DEVELOPMENT. DRAWING ON RESEARCH FROM EIGHTEEN COUNTRIES ACROSS SEVEN CONTINENTS, THE FORTY CHAPTERS ARE GROUPED INTO TEN THEMES WHICH REPRESENT KEY ASPECTS OF TEACHER AND SCHOOL DEVELOPMENT: ISSUES OF PROFESSIONALISM AND PERFORMATIVITY WHAT BEING AN EFFECTIVE TEACHER REALLY MEANS REASON AND EMOTION IN TEACHING SCHOOLS IN DIFFERENT CIRCUMSTANCES STUDENT VOICES IN A GLOBAL CONTEXT PROFESSIONAL LEARNING AND DEVELOPMENT INNOVATIVE PEDAGOGIES SCHOOL EFFECTIVENESS AND IMPROVEMENT SUCCESSFUL SCHOOLS, SUCCESSFUL LEADER PROFESSIONAL COMMUNITIES: THEIR PRACTICES, PROBLEMS & POSSIBILITIES EACH THEME EXPERTLY ADDS TO THE EXISTING KNOWLEDGE BASE ABOUT TEACHER AND SCHOOL DEVELOPMENT INTERNATIONALLY. THEY ARE INDIVIDUALLY IMPORTANT IN SHAPING AND UNDERSTANDING AN APPRECIATION OF THE UNDERLYING CONDITIONS WHICH INFLUENCE TEACHERS AND SCHOOLS, BOTH POSITIVELY AND NEGATIVELY, AND THE POSSIBILITIES FOR THEIR FURTHER DEVELOPMENT. THIS ESSENTIAL HANDBOOK WILL BE OF INTEREST TO TEACHER EDUCATORS, RESEARCHERS IN THE FIELD OF TEACHER EDUCATION AND POLICY MAKERS.

REIGNITING THE SPARK - BRUCE CHALMER 2020-02-29

LEARN HOW TO HAVE BETTER SEX WITH YOUR PARTNER AND BUILD A LASTING, SATISFYING RELATIONSHIP IN THIS GUIDE BY A SEASONED COUPLES THERAPIST. DR. BRUCE CHALMER'S **REIGNITING THE SPARK** SHOWS COUPLES HOW TO BUILD A LASTING RELATIONSHIP FULL OF PASSION AND FULFILLMENT. YOU'LL FIND OUT HOW TO IMPROVE YOUR COMMUNICATION, HAVE BETTER SEX, AND AVOID POINTLESS ARGUMENTS. DR. CHALMER COMBINES HIS EXPERTISE IN SCIENCE WITH THIRTY YEARS OF EXPERIENCE AS A COUPLES THERAPIST TO SHOW HOW YOU CAN RESTORE INTIMACY AND OVERCOME ANY RELATIONSHIP PROBLEM TO CREATE AND MAINTAIN A LIVELY, LOVING, LASTING RELATIONSHIP. HE OFFERS A UNIQUE PERSPECTIVE ON THE ROLE OF FAITH—NOT NECESSARILY RELIGIOUS—IN RELATIONSHIPS. WHATEVER YOUR FAITH BACKGROUND, RELIGIOUS OR SECULAR, DR. CHALMER'S APPROACH TO FAITH AS A KEY TO UNLOCKING INTIMACY WILL INFORM AND INSPIRE YOU. THIS BOOK EXPLORES THE MOST COMMON ISSUES THAT SAP THE HAPPINESS OUT OF A RELATIONSHIP AND SHOWS YOU EXACTLY WHAT TO DO TO TURN IT AROUND. WRITTEN IN A RELATABLE AND EASY-TO-UNDERSTAND STYLE, **REIGNITING THE SPARK** WILL HELP YOU BETTER UNDERSTAND YOURSELF AND YOUR PARTNER SO YOU CAN BOTH BE MORE SATISFIED. WHETHER YOU'RE READING ALONE OR WITH A PARTNER, THIS BOOK WILL TEACH YOU: HOW TO BUILD AND RESTORE INTIMACY, TRUST, AND A DEEP CONNECTION IN YOUR RELATIONSHIP HOW TO IDENTIFY TRIGGERING ISSUES LIKE TRAUMA THAT COULD BE SAPPING THE JOY OUT OF YOUR RELATIONSHIP, AND EXACTLY WHAT TO DO ABOUT IT A LIST OF BAD REASONS PEOPLE GET MARRIED—AND ONE GOOD ONE HOW TO GO FROM PLAIN OLD SEX, TO GOOD SEX, TO SACRED SEX HOW TO BE YOUR BEST SELF WHEN YOUR PARTNER HAS BEEN UNFAITHFUL HOW TO KNOW WHEN TO BREAK UP, AND WHEN TO WORK THROUGH THE INEVITABLE GROWING PAINS IN YOUR RELATIONSHIP **REIGNITING THE SPARK** IS FOR ANY COUPLE WHO'S READY TO CREATE A STRONGER, MORE FULFILLING RELATIONSHIP. PERFECT FOR FANS OF **THE SEVEN PRINCIPLES FOR MAKING MARRIAGE WORK** BY JON GOTTMAN AND NAN SILVER, **KOSHER SEX** BY SHMULEY BOTEACH, **MATING IN CAPTIVITY** BY ESTHER PEREL, **THE 5 LOVE LANGUAGES** BY GARY CHAPMAN, AND **GETTING THE LOVE YOU WANT** BY HARVILLE HENDRICKS AND HELEN LAKELLY HUNT.

SOCIAL JUSTICE RE-EXAMINED - ROWENA ARSHAD 2019-11-21

UPDATED AND EXPANDED EDITION TEACHERS WANT TO DO THEIR BEST FOR EVERY CHILD, BUT WORRY ABOUT CAUSING OFFENSE AND OFTEN SHY AWAY FROM TROUBLESOME ISSUES. THE CLASSROOM SITUATIONS AND STRATEGIES PRESENTED HERE WILL HELP TEACHERS NEGOTIATE THEIR WAY THROUGH COMPLEX SITUATIONS AND BRING ABOUT CONSTRUCTIVE CHANGE. THIS BOOK CLARIFIES CONCEPTS AND VALUE DIFFERENCES AND THE SUBTLE WAYS IN WHICH INEQUALITY OFTEN WORKS. THEORETICAL AS WELL AS PRACTICAL, THESE CHAPTERS LOOK FROM INSIDE OUT FROM THE PERSPECTIVE OF THE TEACHER. THEY COVER A WIDE RANGE OF ISSUES: RACE, GENDER, POVERTY AND CLASS, SEXUALITY, RELIGION, ENGLISH AS AN ADDITIONAL LANGUAGE, ISLAMOPHOBIA, TRAVELLER CHILDREN AND ADHD. THE BOOK IS ESSENTIAL READING FOR STUDENT TEACHERS, EARLY CAREER TEACHERS AND TEACHER EDUCATORS, BUT WILL ALSO BE INVALUABLE FOR EXPERIENCED TEACHERS AS THEY NAVIGATE THEIR WORK IN AN INCREASINGLY DIVERSE SOCIETY.

THE SPIRIT OF THE WORK - ANONYMOUS 2019-03-06

THIS WORK HAS BEEN SELECTED BY SCHOLARS AS BEING CULTURALLY IMPORTANT, AND IS PART OF THE KNOWLEDGE BASE OF CIVILIZATION AS WE KNOW IT. THIS WORK WAS REPRODUCED FROM THE ORIGINAL ARTIFACT, AND REMAINS AS TRUE TO THE ORIGINAL WORK AS POSSIBLE. THEREFORE, YOU WILL SEE THE ORIGINAL COPYRIGHT REFERENCES, LIBRARY STAMPS (AS MOST OF THESE WORKS HAVE BEEN HOUSED IN OUR MOST IMPORTANT LIBRARIES

AROUND THE WORLD), AND OTHER NOTATIONS IN THE WORK. THIS WORK IS IN THE PUBLIC DOMAIN IN THE UNITED STATES OF AMERICA, AND POSSIBLY OTHER NATIONS. WITHIN THE UNITED STATES, YOU MAY FREELY COPY AND DISTRIBUTE THIS WORK, AS NO ENTITY (INDIVIDUAL OR CORPORATE) HAS A COPYRIGHT ON THE BODY OF THE WORK. AS A REPRODUCTION OF A HISTORICAL ARTIFACT, THIS WORK MAY CONTAIN MISSING OR BLURRED PAGES, POOR PICTURES, ERRANT MARKS, ETC. SCHOLARS BELIEVE, AND WE CONCUR, THAT THIS WORK IS IMPORTANT ENOUGH TO BE PRESERVED, REPRODUCED, AND MADE GENERALLY AVAILABLE TO THE PUBLIC. WE APPRECIATE YOUR SUPPORT OF THE PRESERVATION PROCESS, AND THANK YOU FOR BEING AN IMPORTANT PART OF KEEPING THIS KNOWLEDGE ALIVE AND RELEVANT.

MAPS OF NARRATIVE PRACTICE - MICHAEL WHITE 2007-04-10

NARRATIVE THERAPY IS ONE OF THE MOST COMMONLY PRACTISED FORMS OF THERAPY. EACH CHAPTER IN THIS BOOK PROVIDES AN OVERVIEW OF A MAIN AREA OF NARRATIVE THERAPY BY EXPLAINING HOW IT WORKS AND DETAILING THE PSYCHOTHERAPEUTIC IMPLICATIONS OF THESE CONVERSATIONS.

IN TEACHERS' HANDS - RICHARD J. STIGGINS 1992-01-01

THIS BOOK MARKS THE STARTING POINT OF A PROFOUND SHIFT IN ASSESSMENT PRIORITIES, DETAILING THE RESULTS OF A DECADE-LONG PROGRAM OF RESEARCH ON CLASSROOM ASSESSMENT ENVIRONMENTS. IT DEMONSTRATES HOW IMPORTANT SOUND CLASSROOM ASSESSMENTS ARE TO STUDENT WELL-BEING, AND PROVIDES INSIGHTS INTO THE COMPLEX DEMANDS OF DAY-TO-DAY CLASSROOM ASSESSMENT ON TEACHERS WHO HAVE BEEN TAUGHT LITTLE ABOUT ASSESSMENT IN THEIR TRAINING PROGRAMS. AS A NATION, WE SPEND BILLIONS OF DOLLARS ON EDUCATIONAL ASSESSMENT, INCLUDING HUNDREDS OF MILLIONS FOR INTERNATIONAL AND NATIONAL ASSESSMENTS, AND ADDITIONAL HUNDREDS OF MILLIONS FOR STATEWIDE TESTING PROGRAMS. ON TOP OF THESE, THE STANDARDIZED TESTS THAT FORM THE BASIS OF DISTRICT-WIDE TESTING PROGRAMS REPRESENT A BILLION DOLLAR INDUSTRY. IF WE TOTAL ALL OF THESE EXPENSIVE HIGHLY-VISIBLE, POLITICALLY-IMPORTANT ASSESSMENTS, WE STILL ACCOUNT FOR LESS THAN ONE PERCENT OF ALL THE ASSESSMENTS CONDUCTED IN AMERICA'S SCHOOLS. THE OTHER 99 PERCENT ARE CONDUCTED BY TEACHERS IN THEIR CLASSROOMS ON A MOMENT-TO-MOMENT, DAY-TO-DAY, AND WEEK-TO-WEEK BASIS. PARADOXICALLY, VIRTUALLY ALL OF OUR NATIONAL, STATE, AND LOCAL ASSESSMENT RESOURCES ARE BEING DEVOTED TO RESEARCH AND DEVELOPMENT FOR LARGE-SCALE ASSESSMENTS. THIS BOOK PROVIDES SPECIFIC ACTION PROGRAMS FOR IMPROVING THE QUALITY OF THE OTHER 99 PERCENT--THE ASSESSMENTS THAT REALLY DRIVE WHAT STUDENTS LEARN AND HOW THEY FEEL ABOUT IT.

DISCURSIVE PERSPECTIVES IN THERAPEUTIC PRACTICE - ANDY LOCK 2012-04-05

FOR AN ENDEAVOUR THAT IS LARGELY BASED ON CONVERSATION IT MAY SEEM OBVIOUS TO SUGGEST THAT PSYCHOTHERAPY IS DISCURSIVE. AFTER ALL, THERAPISTS AND CLIENTS PRIMARILY USE TALK, OR FORMS OF DISCOURSE, TO ACCOMPLISH THERAPEUTIC AIMS. HOWEVER, TALK OR DISCOURSE HAS USUALLY BEEN SEEN AS SECONDARY TO THE ACTUAL BUSINESS OF THERAPY - A NECESSARY CONDUIT FOR EXCHANGING INFORMATION BETWEEN THERAPIST AND CLIENT, BUT SELDOM MORE. PSYCHOTHERAPY PRIMARILY DEVELOPED BY MAPPING PARTICULAR EXPERIENTIAL DOMAINS IN WAYS RESPONSIVE TO HUMAN INTERVENTION. ONLY RECENTLY THOUGH HAS THE ROLE THAT DISCOURSE PLAYS BEEN RECOGNIZED AS A FOCUS IN ITSELF FOR ANALYSIS AND INTERVENTION. **DISCURSIVE PERSPECTIVES IN THERAPEUTIC PRACTICE** PRESENTS AN OVERVIEW OF DISCURSIVE PERSPECTIVES IN THERAPY, ALONG WITH AN ACCOUNT OF THEIR CONCEPTUAL UNDERPINNINGS. THE BOOK STARTS BY SETTING OUT THE CASE FOR A DISCURSIVE AND RELATIONAL APPROACH TO THERAPY BY JUSTAPOSING IT TO THE TRADITION THAT THAT LEADS TO THE DIAGNOSTIC APPROACH OF THE DSM-V AND MEDICAL PSYCHIATRY. IT THEN PRESENTS A THOROUGH REVIEW OF A RANGE OF INNOVATIVE DISCURSIVE METHODS, EACH PRESENTED BY AN AUTHORITY IN THEIR RESPECTIVE AREA. THE BOOK SHOWS HOW DISCURSIVE THERAPIES CAN HELP PEOPLE CONSTRUCT A BETTER SENSE OF THEIR WORLD, AND MOVE BEYOND THE CONSTRAINTS CAUSED BY THE CULTURAL PRECONCEPTIONS, OPINIONS, AND VALUES THE CLIENT HAS ABOUT THE WORLD. THE BOOK MAKES A UNIQUE CONTRIBUTION TO THE PHILOSOPHY AND PSYCHIATRY LITERATURE IN EXAMINING BOTH THE PHILOSOPHICAL BASES OF DISCURSIVE THERAPY, WHILST ALSO SHOWING HOW DISCURSIVE PERSPECTIVES CAN BE APPLIED IN REAL THERAPEUTIC SITUATIONS. THE BOOK WILL BE OF GREAT VALUE AND INTEREST TO PSYCHOTHERAPISTS AND PSYCHIATRISTS WISHING TO UNDERSTAND, EXPLORE, AND APPLY THESE INNOVATIVE TECHNIQUES.

NARRATIVE THERAPY - STEPHEN MADIGAN 2011

NARRATIVE THERAPY PROVIDES AN INTRODUCTION TO THE THEORY, HISTORY, RESEARCH, AND PRACTICE OF THIS POST-STRUCTURAL APPROACH. FIRST DEVELOPED BY DAVID EPSTON AND MICHAEL WHITE, THIS THERAPEUTIC THEORY IS FOUNDED ON THE IDEA THAT PEOPLE HAVE MANY INTERACTING NARRATIVES THAT GO INTO MAKING UP THEIR SENSE OF WHO THEY ARE, AND THAT THE ISSUES THEY BRING TO THERAPY ARE NOT RESTRICTED TO (OR LOCATED) WITHIN THE CLIENTS THEMSELVES, BUT RATHER ARE INFLUENCED AND SHAPED BY CULTURAL DISCOURSES ABOUT IDENTITY AND POWER. NARRATIVE THERAPY CENTERS AROUND A RICH ENGAGEMENT IN RE-STORYING A CLIENT'S NARRATIVE BY RE-CONSIDERING, RE-APPRECIATING, AND RE-AUTHORING THE CLIENT'S PREFERRED LIVES AND RELATIONSHIPS. IN THIS BOOK, STEPHEN MADIGAN PRESENTS AND EXPLORES THIS VERSATILE AND USEFUL APPROACH, ITS THEORY, HISTORY, THERAPY PROCESS, PRIMARY CHANGE MECHANISMS, THE EMPIRICAL BASIS FOR ITS EFFECTIVENESS, AND RECENT DEVELOPMENTS THAT HAVE REFINED THE THEORY AND EXPANDED HOW IT MAY BE PRACTICED. THIS ESSENTIAL PRIMER, AMPLY ILLUSTRATED WITH CASE EXAMPLES FEATURING DIVERSE CLIENTS, IS PERFECT FOR GRADUATE STUDENTS

STUDYING THEORIES OF THERAPY AND COUNSELING, AS WELL AS FOR SEASONED PRACTITIONERS INTERESTED IN UNDERSTANDING HOW A NARRATIVE THERAPY APPROACH HAS EVOLVED AND HOW IT MIGHT BE USED IN THEIR PRACTICE.

DISTANCE EDUCATION FOR TEACHER TRAINING - HILARY PERRATON 2002-03-11

FIRST PUBLISHED IN 2002. ROUTLEDGE IS AN IMPRINT OF TAYLOR & FRANCIS, AN INFORMA COMPANY.

NARRATIVE THERAPY - CATRINA BROWN 2006-08-03

NARRATIVE THERAPY: MAKING MEANING, MAKING LIVES OFFERS A COMPREHENSIVE INTRODUCTION TO THE HISTORY AND THEORY OF NARRATIVE THERAPY. INFLUENCED BY FEMINIST, POSTMODERN, AND CRITICAL THEORY, THIS EDITED VOLUME ILLUSTRATES HOW WE MAKE SENSE OF OUR LIVES AND EXPERIENCES BY ASCRIBING MEANING THROUGH STORIES THAT ARISE WITHIN SOCIAL CONVERSATIONS AND CULTURALLY AVAILABLE DISCOURSES.

IMAGINATION AND LITERACY - KAREN GALLAS 2003

IN HER NEWEST BOOK, TEACHER RESEARCHER AND BESTSELLING AUTHOR KAREN GALLAS INVESTIGATES IMAGINATION IN THE CLASSROOM TO UNDERSTAND ITS FUNCTION IN LITERACY LEARNING. USING RICH EXAMPLES FROM HER ELEMENTARY CLASSROOMS, SHE PROPOSES THAT IMAGINATION IS A CENTRAL, BUT UNTAPPED, COMPONENT OF LEARNING ACROSS ALL SUBJECT AREAS—LANGUAGE ARTS, SCIENCE, SOCIAL STUDIES, AND MATH. THIS BOOK GETS TO THE HEART OF A THEME WHICH HAS BEEN A STRONG UNDERCURRENT IN HER PREVIOUS BOOKS.

“KAREN GALLAS SHARES PERSUASIVE INSIGHTS THAT WILL BE OF IMPORTANCE TO EDUCATORS AT ALL LEVELS. AS ONE PRE-SERVICE TEACHER PUT IT AFTER READING THE BOOK, ‘I AM NOW INSPIRED TO UNLEASH THE IMAGINATION OF MY STUDENTS AND SEE WHERE IT TAKES US!’” —GORDON WELLS, UNIVERSITY OF CALIFORNIA AT SANTA CRUZ “KAREN GALLAS’S INQUIRY INTO IMAGINATION AND LITERACY IS AN ENGAGING ILLUSTRATION OF THE POWER OF INQUIRY TO INFORM TEACHING WHILE MAKING A SUBSTANTIAL CONTRIBUTION TO CURRENT THEORY AND RESEARCH ON THE MEANING AND POWER OF IMAGINATION.” —CURT DUDLEY-MARLING, LYNCH SCHOOL OF EDUCATION, BOSTON COLLEGE “ELOQUENT AND INTELLECTUAL . . . KAREN GALLAS OFFERS US INSIGHTS FROM HER TEACHING JOURNAL AND CONNECTIONS TO PHILOSOPHERS FROM FREIRE TO BAKHTIN, SHOWING TEACHERS AND RESEARCHERS HOW TO RE-ENVISION AND IMPROVE OUR WORK WITH OUR STUDENTS. I LOVED THIS BOOK AND HAVE ALREADY RECOMMENDED IT TO COLLEAGUES AND FRIENDS.” —RUTH SHAGOURY, AUTHOR OF *A WORKSHOP OF THE POSSIBLE*, MARY STUART ROGERS PROFESSOR OF EDUCATION AT LEWIS & CLARK COLLEGE

TEACHING TENACITY, RESILIENCE, AND A DRIVE FOR EXCELLENCE - EMILY MOFIELD 2021-11-05

HOW CAN WE HELP STUDENTS DEVELOP RESILIENCE TO PERSEVERE IN THE FACE OF SETBACKS? HOW CAN WE IGNITE A DRIVE THAT WILL INSPIRE THEM TO SUSTAIN EFFORT EVEN THROUGH DIFFICULTY? THIS BOOK EQUIPS TEACHERS TO DELIBERATELY CULTIVATE PSYCHOSOCIAL SKILLS, INCLUDING SELF-AWARENESS, PROBLEM SOLVING TO DEAL WITH SETBACKS, ASSERTIVE INTERPERSONAL SKILLS, AND INTELLECTUAL RISK-TAKING. BY TEACHING STUDENTS TO BE AWARE OF HOW THEIR THOUGHTS, EMOTIONS, AND BEHAVIORS AFFECT THEIR PURSUIT OF EXCELLENCE, STUDENTS CAN LEARN TO TACKLE CHALLENGES AND SETBACKS THAT THEY MIGHT EXPERIENCE AS THEY REACH TO ACHIEVE. LESSONS INCLUDE ENGAGING ACTIVITIES AND CURRICULUM CONNECTIONS, COVERING TOPICS RELATED TO PERFECTIONISM, MINDSET, GRIT, STRESS, PROCRASTINATION, SOCIAL-EMOTIONAL INTELLIGENCE, AND MORE. GRADES 4-
HOW PEOPLE LEARN - NATIONAL RESEARCH COUNCIL 2000-08-11

FIRST RELEASED IN THE SPRING OF 1999, *HOW PEOPLE LEARN* HAS BEEN EXPANDED TO SHOW HOW THE THEORIES AND INSIGHTS FROM THE ORIGINAL BOOK CAN TRANSLATE INTO ACTIONS AND PRACTICE, NOW MAKING A REAL CONNECTION BETWEEN CLASSROOM ACTIVITIES AND LEARNING BEHAVIOR. THIS EDITION INCLUDES FAR-REACHING SUGGESTIONS FOR RESEARCH THAT COULD INCREASE THE IMPACT THAT CLASSROOM TEACHING HAS ON ACTUAL LEARNING. LIKE THE ORIGINAL EDITION, THIS BOOK OFFERS EXCITING NEW RESEARCH ABOUT THE MIND AND THE BRAIN THAT PROVIDES ANSWERS TO A NUMBER OF COMPELLING QUESTIONS. WHEN DO INFANTS BEGIN TO LEARN? HOW DO EXPERTS LEARN AND HOW IS THIS DIFFERENT FROM NON-EXPERTS? WHAT CAN TEACHERS AND SCHOOLS DO WITH CURRICULA, CLASSROOM SETTINGS, AND TEACHING METHODS--TO HELP CHILDREN LEARN MOST EFFECTIVELY? NEW EVIDENCE FROM MANY BRANCHES OF SCIENCE HAS SIGNIFICANTLY ADDED TO OUR UNDERSTANDING OF WHAT IT MEANS TO KNOW, FROM THE NEURAL PROCESSES THAT OCCUR DURING LEARNING TO THE INFLUENCE OF CULTURE ON WHAT PEOPLE SEE AND ABSORB. *HOW PEOPLE LEARN* EXAMINES THESE FINDINGS AND THEIR IMPLICATIONS FOR WHAT WE TEACH, HOW WE TEACH IT, AND HOW WE ASSESS WHAT OUR CHILDREN LEARN. THE BOOK USES EXEMPLARY TEACHING TO ILLUSTRATE HOW APPROACHES BASED ON WHAT WE NOW KNOW RESULT IN IN-DEPTH LEARNING. THIS NEW KNOWLEDGE CALLS INTO QUESTION CONCEPTS AND PRACTICES FIRMLY ENTRENCHED IN OUR CURRENT EDUCATION SYSTEM. TOPICS INCLUDE: HOW LEARNING ACTUALLY CHANGES THE PHYSICAL STRUCTURE OF THE BRAIN. HOW EXISTING KNOWLEDGE AFFECTS WHAT PEOPLE NOTICE AND HOW THEY LEARN. WHAT THE THOUGHT PROCESSES OF EXPERTS TELL US ABOUT HOW TO TEACH. THE AMAZING LEARNING POTENTIAL OF INFANTS. THE RELATIONSHIP OF CLASSROOM LEARNING AND EVERYDAY SETTINGS OF COMMUNITY AND WORKPLACE. LEARNING NEEDS AND OPPORTUNITIES FOR TEACHERS. A REALISTIC LOOK AT THE ROLE OF TECHNOLOGY IN EDUCATION.

RECLAIMING LIVES FROM SEXUAL VIOLENCE - TIM DONOVAN 2022-03-29

THIS BOOK TAKES AN INNOVATIVE APPROACH TO USING NARRATIVE THERAPY IN COUNSELLING PEOPLE WHO HAVE BEEN SUBJECT TO CHILDHOOD SEXUAL ABUSE. *RECLAIMING LIVES FROM SEXUAL VIOLENCE* PRESENTS AN ILLUSTRATIVE CASE STUDY OF THE AUTHORS, TIM THE THERAPIST IN CONSULTATION WITH DALE THE CLIENT, WHO WAS SEXUALLY ABUSED AS A CHILD BY A CLERGY MEMBER. THE BOOK IS UNIQUE IN DOCUMENTING THEIR THERAPEUTIC WORK USING TRANSCRIPTS TAKEN DIRECTLY FROM THEIR SESSIONS TOGETHER. THIS NARRATIVE APPROACH INVITES THE READER TO CONSIDER DIFFERENT WAYS OF ENGAGING IN THERAPY IN ORDER TO CHALLENGE THE DOMINANT SOCIAL DISCOURSES AROUND MASCULINITY AND SHAME. LOOKING AT SHAME FROM A POSITION OF VALUE AWARENESS RATHER THAN A DEFICIT PERSPECTIVE, THIS BOOK EXTENDS COUNSELLING TO CONSIDER THE INDIVIDUAL EXPERIENCE AS POLITICAL AND ONE THAT MUST BE SHARED OUTSIDE THE ONE-TO-ONE THERAPY ENVIRONMENT. THIS WILL BE AN ESSENTIAL RESOURCE FOR BEGINNING OR ESTABLISHED THERAPISTS AND PRACTITIONERS WORKING WITH CLIENTS WHO HAVE BEEN VICTIMS OF SEXUAL VIOLENCE.

ENGAGING MINDS - BRENT DAVIS 2015-05-01

ENGAGING MINDS: CULTURES OF EDUCATION AND PRACTICES OF TEACHING EXPLORES THE

DIVERSE BELIEFS AND PRACTICES THAT DEFINE THE CURRENT LANDSCAPE OF FORMAL EDUCATION. THE 3RD EDITION OF THIS INTRODUCTION TO INTERDISCIPLINARY STUDIES OF TEACHING AND LEARNING TO TEACH IS RESTRUCTURED AROUND FOUR PROMINENT HISTORICAL MOMENTS IN FORMAL EDUCATION: STANDARDIZED EDUCATION, AUTHENTIC EDUCATION, DEMOCRATIC CITIZENSHIP EDUCATION, SYSTEMIC SUSTAINABILITY EDUCATION. THESE MOMENTS SERVE AS THE FOCI OF THE FOUR SECTIONS OF THE BOOK, EACH WITH THREE CHAPTERS DEALING RESPECTIVELY WITH HISTORY, EPISTEMOLOGY, AND PEDAGOGY WITHIN THE MOMENT. THIS STRUCTURE MAKES IT POSSIBLE TO READ THE BOOK IN TWO WAYS – EITHER “HORIZONTALLY” THROUGH THE FOUR IN-DEPTH TREATMENTS OF THE MOMENTS OR “VERTICALLY” THROUGH COHERENT THREADS OF HISTORY, EPISTEMOLOGY, AND PEDAGOGY. PEDAGOGICAL FEATURES INCLUDE SUGGESTIONS FOR DELVING DEEPER TO GET AT SUBTLETIES THAT CAN’T BE SIMPLY STATED OR APPRECIATED THROUGH READING ALONE, SEVERAL STRATEGIES TO HIGHLIGHT AND DISTINGUISH IMPORTANT VOCABULARY IN THE TEXT, AND MORE THAN 150 KEY THEORISTS AND RESEARCHERS INCLUDED AMONG THE SEARCH TERMS AND IN THE INFLUENCES SECTION RATHER THAN A FORMAL REFERENCE LIST.

REFLECTIVE TEACHING - KENNETH M. ZEICHNER 2013-11-07

THIS POPULAR TEXT PROVIDES A CLEAR, SUCCINCT EXPLANATION OF HOW REFLECTION IS INTEGRAL TO TEACHERS’ UNDERSTANDINGS OF THEMSELVES, THEIR PRACTICE, AND THEIR CONTEXT, AND ELABORATES HOW VARIOUS CONCEPTIONS OF REFLECTIVE TEACHING DIFFER FROM ONE ANOTHER. THE EMPHASIS ON THE IMPORTANCE OF BOTH SELF AND CONTEXT IS EMBEDDED WITHIN DISTINCT AND VARIED EDUCATIONAL TRADITIONS (CONSERVATIVE, PROGRESSIVE, RADICAL, AND SPIRITUAL). THROUGHOUT THE TEXT THE READER IS ENCOURAGED TO EXAMINE HIS/HER ASSUMPTIONS AND UNDERSTANDINGS OF TEACHING, LEARNING, AND SCHOOLING AND TO REFLECT ON SELF AND CONTEXT. THE MAJOR GOAL OF THIS BOOK IS TO HELP TEACHERS EXPLORE AND DEFINE THEIR OWN POSITIONS WITH REGARD TO KEY TOPICS AND ISSUES RELATED TO THE AIMS OF EDUCATION IN A DEMOCRATIC SOCIETY. ITS CORE MESSAGE IS THAT SUCH REFLECTION IS ESSENTIAL TO BECOMING MORE SKILLED, MORE CAPABLE, AND IN GENERAL BETTER TEACHERS. NEW IN THE SECOND EDITION: UNDERSCORES USE OF CRITICAL EDUCATIONAL TEXTS AND FILM TO ENCOURAGE REFLECTION; HIGHLIGHTS EMOTIONAL FEATURES OF TEACHING AND REFLECTION; ADDRESSES SPIRITUAL/CONTEMPLATIVE DOMAINS IN EDUCATIONAL TRADITIONS; COMPANION WEBSITE.

I AM YOURS - REEMA ZAMAN 2019-02-05

IT IS TIME. IT IS TIME TO FREE OUR VOICE. TO SPEAK IS A REVOLUTION. FOR TOO LONG, THROUGH THE MOST INTIMATE ACTS OF ERASURE, WOMEN HAVE BEEN SILENCED. NOW, WOMEN EVERYWHERE ARE BREAKING THROUGH THE LIMITS PLACED ON US BY FAMILY, SOCIETY, AND TRADITION. TO FIND OUR VOICES. TO MAKE SPACE FOR OURSELVES IN THIS WORLD. NOW IS THE MOMENT TO RECLAIM WHAT WAS ONCE LOST, STOLEN, FORSAKEN, OR ABANDONED. *I AM YOURS* IS ABOUT MY FIGHT TO PROTECT AND FREE MY VOICE FROM THOSE WHO HAVE SOUGHT TO SILENCE ME, FOR THE SAKE OF CREATING A WORLD WHERE ALL VOICES ARE WELCOME AND RESPECTED. BECAUSE THE VOICE, WITHOUT INTIMACY, WILL ATROPHY. WE’RE IN THIS TOGETHER. YOU ARE MINE, AND I AM YOURS.

PRE-K STORIES - DANA FRANTZ BENTLEY 2019-09-06

PRE-K STORIES OFFERS A LIVELY EXPLORATION OF HOW ONE CLASSROOM COMMUNITY PLAYED WITH AND COLLABORATIVELY ENGAGED IN AUTHORSHIP. THROUGH EVERYDAY STORIES, READERS ARE INVITED TO WITNESS AND ENGAGE WITH CLASSROOM PRACTICES THAT HONOR YOUNG CHILDREN’S BRILLIANCE AND BUILD ON THEIR QUESTIONS, INTERESTS, AND STRENGTHS. WEAVING TOGETHER LITERACY, LANGUAGE ARTS, SOCIAL STUDIES, SCIENCE, MATHEMATICS, AND MORE, THE AUTHORS ILLUSTRATE HOW CURRICULUM CAN BE AUTHENTICALLY AND MEANINGFULLY INTEGRATED. THEY ALSO OFFER A UNIQUE PERSPECTIVE ON THE DEVELOPMENT OF LANGUAGE AND LITERACY PRACTICES BY FRAMING CHILDREN’S PLAY NARRATIVES AS THE FOUNDATION FROM WHICH RICH CURRICULA CAN GROW. *PRE-K STORIES* ALLOWS READERS TO EXPERIENCE THE RICH CADENCE OF A CLASSROOM, WHILE ALSO COMING TO UNDERSTAND IMPORTANT THEORIES THAT UNDERGIRD EARLY CHILDHOOD TEACHING AND YOUNG CHILDREN’S LEARNING. BOOK FEATURES: RICH DESCRIPTIONS AND EXAMPLES OF 4-YEAR-OLD CHILDREN’S AUTHORIZING AND WRITING PROCESSES. ENGAGING NARRATIVES FROM THE PERSPECTIVE OF AN EARLY CHILDHOOD TEACHER AND STUDENTS. A UNIQUE PERSPECTIVE ON THE DEVELOPMENT OF LANGUAGE AND LITERACY PRACTICES THROUGH CHILDREN’S PLAY. A VIEW OF YOUNG CHILDREN AS POWERFUL AND CAPABLE OF CO-CONSTRUCTING CURRICULUM WITH TEACHERS. A DYNAMIC APPROACH THAT HAS BROAD IMPLICATIONS FOR LITERACY AND INTEGRATIVE CURRICULUM PRACTICES IN EARLY CHILDHOOD.

DEMORALIZED - DORIS A. SANTORO 2021-02-09

DEMORALIZED: WHY TEACHERS LEAVE THE PROFESSION THEY LOVE AND HOW THEY CAN STAY OFFERS A TIMELY ANALYSIS OF PROFESSIONAL DISSATISFACTION THAT CHALLENGES THE COMMON EXPLANATION OF BURNOUT. FEATURING THE VOICES OF EDUCATORS, THE BOOK OFFERS CONCRETE LESSONS FOR PRACTITIONERS, SCHOOL LEADERS, AND POLICY MAKERS ON HOW TO THINK MORE STRATEGICALLY TO RETAIN EXPERIENCED TEACHERS AND MAKE A DIFFERENCE IN THE LIVES OF STUDENTS. BASED ON TEN YEARS OF RESEARCH AND INTERVIEWS WITH PRACTITIONERS ACROSS THE UNITED STATES, THE BOOK THEORIZES THE EXISTENCE OF A “MORAL CENTER” THAT CAN BE PIVOTAL IN GUIDING TEACHER ACTIONS AND EXPECTATIONS ON THE JOB. EDUCATION PHILOSOPHER DORIS SANTORO ARGUES THAT DEMORALIZATION OFFERS A MORE PRECISE DIAGNOSIS THAT IS BORN OUT OF ONGOING VALUE CONFLICTS WITH PEDAGOGICAL POLICIES, REFORM MANDATES, AND SCHOOL PRACTICES. *DEMORALIZED* REVEALS THAT THIS CONDITION IS REVERSIBLE WHEN EDUCATORS ARE ABLE TO TAP INTO AUTHENTIC PROFESSIONAL COMMUNITIES AND SHOWS THAT INDIVIDUALS CAN HELP THEMSELVES. DETAILED STORIES FROM VETERAN EDUCATORS ARE INCLUDED TO ILLUSTRATE THE VARIETY OF CONTEXTS IN WHICH DEMORALIZATION CAN OCCUR. BASED ON THESE INSIGHTS, SANTORO OFFERS AN ARRAY OF RECOMMENDATIONS AND PROMISING STRATEGIES FOR HOW SCHOOL LEADERS, UNION LEADERS, TEACHER GROUPS, AND INDIVIDUAL PRACTITIONERS CAN ENACT AND SUPPORT “RE-MORALIZATION” BY WORKING TO CHANGE THE CONDITIONS LEADING TO DEMORALIZATION.

EDUCATING PROSPECTIVE SECONDARY MATHEMATICS TEACHERS - MARILYN E. STRUTCHENS 2018-06-01

THIS BOOK HIGHLIGHTS INNOVATIVE APPROACHES TO PREPARING SECONDARY MATHEMATICS TEACHERS. BASED ON EMPIRICAL FINDINGS GATHERED IN SEVERAL COUNTRIES ON FIVE CONTINENTS, IT PROVIDES A WEALTH OF BEST PRACTICES FOR PREPARING SECONDARY MATHEMATICS TEACHERS, AND DISCUSSES ISSUES RELATED TO THEIR PROFESSIONAL AND PERSONAL GROWTH, SUCH AS IDENTITY, CONTENT KNOWLEDGE, AND PEDAGOGICAL CONTENT

KNOWLEDGE WHICH ALSO INCLUDES KNOWLEDGE OF INTEGRATING TECHNOLOGY INTO TEACHING AND LEARNING MATHEMATICS. DIVIDED INTO FOUR PARTS, THE BOOK FOCUSES ON FIELD EXPERIENCES, TECHNOLOGIES, TOOLS AND RESOURCES, TEACHER KNOWLEDGE, AND TEACHER PROFESSIONAL IDENTITIES. SOME OF THE MAIN THREADS RUNNING THROUGH THE BOOK ARE: THE IMPORTANCE OF UNIVERSITY AND SCHOOL PARTNERS WORKING TOGETHER TO ENSURE PRESERVICE SECONDARY MATHEMATICS TEACHER'S SUCCESS IN DEVELOPING PEDAGOGICAL STRATEGIES THAT LEAD TOWARD STUDENTS' MATHEMATICAL ENGAGEMENT AND ACHIEVEMENT; THE CRITICAL NEED FOR PRESERVICE SECONDARY MATHEMATICS TEACHERS TO DEVELOP STRONG CONTENT KNOWLEDGE AND PEDAGOGICAL CONTENT KNOWLEDGE; AND THE IMPORTANCE OF PROVIDING OPPORTUNITIES, DURING PRE-SERVICE EDUCATION, FOR DEVELOPING PROSPECTIVE TEACHERS' PROFESSIONAL IDENTITIES.

NARRATIVE THERAPY IN WONDERLAND: CONNECTING WITH CHILDREN'S IMAGINATIVE KNOW-HOW - DAVID MARSTEN 2016-11-08

RECOGNIZING THE POWER OF CHILDREN'S IMAGINATIONS IN NARRATIVE THERAPY. THERAPISTS MAY MARVEL AT CHILDREN'S IMAGINATIVE TRIUMPHS, BUT HOW OFTEN DO THEY RECOGNIZE SUCH TALENTS AS VITAL TO THE THERAPY HOUR? SHOULD THERAPISTS RESERVE A SPACE FOR MAKE-BELIEVE ONLY WHEN NOTHING IS AT STAKE, OR MIGHT IT BE PRECISELY THOSE MOMENTS WHEN SOMETHING TRULY MATTERS THAT IMAGINATION IS MOST URGENTLY NEEDED? THIS BOOK OFFERS AN ALTERNATIVE TO THERAPEUTIC PERSPECTIVES THAT TREAT CHILDREN AS VULNERABLE AND HELPLESS. IT INVITES READERS TO CONSIDER HOW THE IMAGINATIVE GIFTS AND KNOWLEDGE OF CHILDREN, WHEN SUPPORTED BY THE THERAPIST AND FAMILY, CAN BRING ABOUT DRAMATIC CHANGE. THE BOOK BEGINS WITH AN ACCOUNT OF THE FOUNDATIONS OF NARRATIVE THEORY. IT EXPLAINS HOW SUCH ELEMENTS AS LANGUAGE, CHARACTERIZATION, AND SUSPENSE CONTRIBUTE TO THE COHERENCE OF A STORY AND BRING YOUNG PEOPLE INTO FOCUS. EACH SUBSEQUENT CHAPTER PROVIDES SPECIFIC SUGGESTIONS FOR THE PRACTICE OF NARRATIVE THERAPY. EXAMPLES OF THE DIFFICULTIES CHILDREN FACE ARE OFFERED, ALONG WITH NARRATIVE INTERVENTIONS AND TIPS FOR OVERCOMING COMMON BARRIERS THAT CAN ARISE ALONG THE WAY. READERS WILL LEARN A VARIETY OF READY-TO-IMPLEMENT STRATEGIES, INCLUDING HOW TO PERSONIFY PROBLEMS, COMPOSE LETTERS TO AFFIRM CHILDREN'S IDENTITIES, SUMMON FAIRIES TO LEND A HELPING HAND, AND MANY MORE. SAMPLE DIALOGUES BETWEEN THE AUTHORS, CHILDREN, AND THEIR PARENTS BRING THE APPLICATION OF EACH PRACTICE TO LIFE, ILLUMINATING HOW EVEN THE MOST STUBBORN PROBLEM CAN BE OUTWITTED, SOMETIMES BY MISCHIEVOUS MEANS. WITH ROBUST PROFESSIONAL INSIGHT, *Narrative Therapy in Wonderland* WILL AID ANY PRACTITIONER IN CALLING ON CHILDREN'S IMAGINATIVE KNOW-HOW. HOW OFTEN CAN A YOUNG PERSON BE SPOTTED DIVING HEADLONG INTO A WORLD OF FANTASY? THIS BOOK EXPLORES THE EXTRAORDINARY FACT THAT THESE YOUNG PEOPLE MAY, UPON ARRIVAL IN WONDERLAND, BE FAR BETTER EQUIPPED TO TAKE ON EVEN DIRE CHALLENGES THAN WHEN THEY REMAIN "UP ABOVE."

NARRATIVE MEANS TO THERAPEUTIC ENDS - MICHAEL WHITE 1990-05

STARTING FROM THE ASSUMPTION THAT PEOPLE EXPERIENCE EMOTIONAL PROBLEMS WHEN THE STORIES OF THEIR LIVES, AS THEY OR OTHERS HAVE INVENTED THEM, DO NOT REPRESENT THE TRUTH, THIS VOLUME OUTLINES AN APPROACH TO PSYCHOTHERAPY WHICH ENCOURAGES PATIENTS TO TAKE POWER OVER THEIR PROBLEMS.

PREPARING TEACHERS - NATIONAL RESEARCH COUNCIL 2010-07-25

TEACHERS MAKE A DIFFERENCE. THE SUCCESS OF ANY PLAN FOR IMPROVING EDUCATIONAL OUTCOMES DEPENDS ON THE TEACHERS WHO CARRY IT OUT AND THUS ON THE ABILITIES OF THOSE ATTRACTED TO THE FIELD AND THEIR PREPARATION. YET THERE ARE MANY QUESTIONS ABOUT HOW TEACHERS ARE BEING PREPARED AND HOW THEY OUGHT TO BE PREPARED. YET, TEACHER PREPARATION IS OFTEN TREATED AS AN AFTERTHOUGHT IN DISCUSSIONS OF IMPROVING THE PUBLIC EDUCATION SYSTEM. *Preparing Teachers* ADDRESSES THE ISSUE OF TEACHER PREPARATION WITH SPECIFIC ATTENTION TO READING, MATHEMATICS, AND SCIENCE. THE BOOK EVALUATES THE CHARACTERISTICS OF THE CANDIDATES WHO ENTER TEACHER PREPARATION PROGRAMS, THE SORTS OF INSTRUCTION AND EXPERIENCES TEACHER CANDIDATES RECEIVE IN PREPARATION PROGRAMS, AND THE EXTENT THAT THE REQUIRED INSTRUCTION AND EXPERIENCES ARE CONSISTENT WITH CONVERGING SCIENTIFIC EVIDENCE. *Preparing Teachers* ALSO IDENTIFIES A NEED FOR A DATA COLLECTION MODEL TO PROVIDE VALID AND RELIABLE INFORMATION ABOUT THE CONTENT KNOWLEDGE, PEDAGOGICAL COMPETENCE, AND EFFECTIVENESS OF GRADUATES FROM THE VARIOUS KINDS OF TEACHER PREPARATION PROGRAMS. FEDERAL AND STATE POLICY MAKERS NEED RELIABLE, OUTCOMES-BASED INFORMATION TO MAKE SOUND DECISIONS, AND TEACHER EDUCATORS NEED TO KNOW HOW BEST TO CONTRIBUTE TO THE DEVELOPMENT OF EFFECTIVE TEACHERS. CLEARER UNDERSTANDING OF THE CONTENT AND CHARACTER OF EFFECTIVE TEACHER PREPARATION IS CRITICAL TO IMPROVING IT AND TO ENSURING THAT THE SAME CRITIQUES AND QUESTIONS ARE NOT BEING REPEATED 10 YEARS FROM NOW.

TEACHING KIDS TO LOVE THE EARTH - MARINA LACHECKI 2002-07-29

TEACHING KIDS TO LOVE THE EARTH IS A COLLECTION OF 186 EARTH-CARING ACTIVITIES DESIGNED FOR USE WITH CHILDREN OF ALL AGES TO HELP THEM EXPERIENCE AND APPRECIATE THE EARTH. THIS BOOK LEADS YOU THROUGH THE AUTHORS' SENSE OF WONDER CIRCLE: CURIOSITY, EXPLORATION, DISCOVERY, SHARING, AND PASSION. EACH CHAPTER CONTAINS A STORY, INSTRUCTIONS FOR A MAIN ACTIVITY, SUGGESTIONS FOR RELATED ACTIVITIES, AND A LIST OF ADDITIONAL RESOURCES. *Teaching Kids to Love the Earth* WILL ENABLE YOU AND THE CHILDREN YOU WORK WITH TO EXPERIENCE A "SENSE OF WONDER" ABOUT THE WORLD WE SHARE.

RE-AUTHORING TEACHING - PEGGY SAX 2008-01-01

KEY PHRASES: BLENDED LEARNING, INSIDER KNOWLEDGE, ONLINE PEDAGOGY, NARRATIVE THERAPY, POSTMODERN PEDAGOGY, PRACTITIONERS AND CONSUMERS, PRACTITIONER-TRAINING, PUBLIC PRACTICES, REFLECTIVE PRACTITIONER, STUDENTS' VOICES, TEACHING CONGRUENTLY, TEACHER-PRACTITIONER, THERAPEUTIC LETTERS, TEACHING THERAPEUTIC PRACTICE.

RE-AUTHORING THE WORLD - CHENE SWART 2013-12-06

REAUTHORING THE WORLD INVITES READERS TO A TRANSFORMATIONAL WAY OF BEING IN THE WORLD. IT TRANSLATES THE NARRATIVE THERAPY APPROACH AND PRACTICES FOR PEOPLE OUTSIDE THE THERAPEUTIC CONTEXT THAT ARE INTERESTED IN SHIFTING THE STORIES OF THEIR OWN LIVES AS WELL AS THE COMMUNITIES AND ORGANISATIONS THAT THEY WORK IN.

THE COURAGE TO TEACH - PARKER J. PALMER 2009-05-18

"THIS BOOK IS FOR TEACHERS WHO HAVE GOOD DAYS AND BAD -- AND WHOSE BAD DAYS

BRING THE SUFFERING THAT COMES ONLY FROM SOMETHING ONE LOVES. IT IS FOR TEACHERS WHO REFUSE TO HARDEN THEIR HEARTS, BECAUSE THEY LOVE LEARNERS, LEARNING, AND THE TEACHING LIFE." - PARKER J. PALMER [FROM THE INTRODUCTION] TEACHERS CHOOSE THEIR VOCATION FOR REASONS OF THE HEART, BECAUSE THEY CARE DEEPLY ABOUT THEIR STUDENTS AND ABOUT THEIR SUBJECT. BUT THE DEMANDS OF TEACHING CAUSE TOO MANY EDUCATORS TO LOSE HEART. IS IT POSSIBLE TO TAKE HEART IN TEACHING ONCE MORE SO THAT WE CAN CONTINUE TO DO WHAT GOOD TEACHERS ALWAYS DO -- GIVE HEART TO OUR STUDENTS? IN *THE COURAGE TO TEACH*, PARKER PALMER TAKES TEACHERS ON AN INNER JOURNEY TOWARD RECONNECTING WITH THEIR VOCATION AND THEIR STUDENTS -- AND RECOVERING THEIR PASSION FOR ONE OF THE MOST DIFFICULT AND IMPORTANT OF HUMAN ENDEAVORS.

THE LITTLE BOOK OF RESTORATIVE TEACHING TOOLS - LINDSEY POINTER 2020-03-10

ENGAGING PRACTICES FOR INTEGRATING RESTORATIVE JUSTICE PRINCIPLES IN GROUP SETTINGS AS RESTORATIVE PRACTICES SPREAD AROUND THE WORLD, SCHOLARS AND PRACTITIONERS HAVE BEGUN TO ASK VERY IMPORTANT QUESTIONS: HOW SHOULD RESTORATIVE PRACTICES BE TAUGHT? WHAT EDUCATIONAL STRUCTURES AND METHODS ARE IN ALIGNMENT WITH RESTORATIVE VALUES AND PRINCIPLES? THIS BOOK INTRODUCES GAMES AS AN EFFECTIVE AND DYNAMIC TOOL TO TEACH RESTORATIVE JUSTICE PRACTICES. GROUNDED IN AN UNDERSTANDING OF RESTORATIVE PEDAGOGY AND EXPERIENTIAL LEARNING STRATEGIES, THE GAMES INCLUDED IN THIS BOOK PROVIDE A WAY FOR LEARNERS TO EXPERIENCE AND MORE DEEPLY UNDERSTAND RESTORATIVE PRACTICES WHILE BUILDING RELATIONSHIPS AND IMPROVING SKILLS. CHAPTERS COVER TOPICS SUCH AS: INTRODUCTION TO RESTORATIVE PEDAGOGY AND EXPERIENTIAL LEARNING HOW A RESTORATIVE LEARNING COMMUNITY CAN BE BUILT AND STRENGTHENED THROUGH THE USE OF GAMES AND ACTIVITIES HOW TO DESIGN GAMES AND ACTIVITIES FOR TEACHING RESTORATIVE PRACTICES HOW TO DESIGN, DELIVER, AND DEBRIEF AN ACTIVITY-BASED LEARNING EXPERIENCE IN-DEPTH INSTRUCTIONS FOR GAMES AND ACTIVITIES FOR BUILDING RELATIONSHIPS, UNDERSTANDING THE RESTORATIVE PHILOSOPHY, AND DEVELOPING SKILLS IN PRACTICE AN IDEAL HANDBOOK FOR EDUCATORS, RESTORATIVE JUSTICE PROGRAM DIRECTORS AND TRAINERS, CONSULTANTS, COMMUNITY GROUP LEADERS, AND ANYONE ELSE WHOSE WORK DRAWS PEOPLE TOGETHER TO RESOLVE DISAGREEMENTS OR ADDRESS HARM, THIS BOOK WILL SERVE AS A CATALYST FOR GREATER CREATIVITY AND PHILOSOPHICAL ALIGNMENT IN THE TEACHING OF RESTORATIVE PRACTICES ACROSS CONTEXTS.

DAVID ADJAYE - DAVID ADJAYE 2012

COLLABORATIVE LEARNING 2.0: OPEN EDUCATIONAL RESOURCES - OKADA, ALEXANDRA 2012-03-31

"THIS BOOK OFFERS A COLLECTION OF THE LATEST RESEARCH, TRENDS, FUTURE DEVELOPMENTS, AND CASE STUDIES PERTAINING TO COLLABORATIVE LEARNING"--PROVIDED BY PUBLISHER.

VIOLIN FOR DUMMIES - KATHARINE RAPOPORT 2020-09-25

TURN NOTES ON A STAFF TO NOTES ON YOUR STRINGS ESTABLISH GOOD BODY POSITION, BOWING, AND FINGERING TECHNIQUES EXPLORE DIFFERENT STYLES AND LEGENDARY COMPOSERS DRAW BEAUTIFUL SOUNDS FROM YOUR VIOLIN! WHILE LEARNING THE VIOLIN IS A FORMIDABLE GOAL, YOU DON'T HAVE TO BE A MUSIC GENIUS TO GRASP THE BASICS. AND WITH PRACTICE, THE PAYOFF WILL BE MUSIC TO YOUR EARS—PLUS A WORLD OF MUSICAL OPPORTUNITY. THIS BOOK STARTS YOU ON THE PATH TO MASTERING THE INSTRUMENT THAT IS CENTRAL TO MUSICAL CULTURES THROUGHOUT THE WORLD. PLAYING ALONG WITH THE LESSONS IN THIS FRIENDLY STEP-BY-STEP GUIDE WILL TAKE YOU FROM FIRST NOTES TO PERFORMING ENTIRE SONGS—AND YOU'LL BE GLAD YOU ADDED THIS STRING TO YOUR BOW! INSIDE... CHOOSE YOUR INSTRUMENT HOLD YOUR VIOLIN CORRECTLY PLAY SCALES AND CHORDS UNDERSTAND NOTATION MASTER DIFFERENT MUSIC STYLES TUNE AND CARE FOR YOUR INSTRUMENT FIND PRACTICE FILES ONLINE

RE-ENVISIONING AND RESTRUCTURING BLENDED LEARNING FOR UNDERPRIVILEGED COMMUNITIES - BOSCH, CHANTELE 2021-05-14

CHALLENGES IN THE EDUCATIONAL ARENA ARE NOT NEW PHENOMENA. HOWEVER, WITH THE RECENT OUTBREAK OF THE COVID-19 PANDEMIC, RESEARCHERS AND EDUCATORS HAVE BEEN MADE EVEN MORE AWARE OF THE NEED FOR A PARADIGM SHIFT IN EDUCATION. BLENDED LEARNING, AS OPPOSED TO FULLY ONLINE LEARNING OR TRADITIONAL FACE-TO-FACE TEACHING, HAS BEEN WELL-RESEARCHED AND HAS BEEN FOUND TO HAVE THE POTENTIAL TO PROVIDE BETTER EDUCATIONAL SOLUTIONS IN CHALLENGING CONTEXTS. THESE CONTEXTS RANGE FROM PANDEMIC SITUATIONS WHERE SOCIAL DISTANCING IS THE ORDER OF THE DAY TO FINANCIAL AND TIME CONSTRAINTS REGARDING FULL-TIME STUDY, AS WELL AS LIMITED PHYSICAL CAPACITY AT INSTITUTIONS. BLENDED LEARNING SOLUTIONS ARE OFTEN DESIGNED FOR RESOURCEFUL INSTITUTIONS AND CANNOT BE EASILY IMPLEMENTED IN DEVELOPING COUNTRIES AND IN COMMUNITIES WHERE RESOURCES ARE LIMITED. TYPICAL ISSUES LIKE CONNECTIVITY, ACCESSIBILITY, LACK OF SUITABLE DEVICES, AND AFFORDABILITY NEED TO BE TAKEN INTO CONSIDERATION AND IN COGNIZANCE OF BLENDED LEARNING INTERVENTIONS. THESE CHALLENGES ARE OFTEN NEGLECTED IN BLENDED LEARNING RESEARCH BUT ARE CRITICAL DISCUSSIONS TO BE HAD. *RE-ENVISIONING AND RESTRUCTURING BLENDED LEARNING FOR UNDERPRIVILEGED COMMUNITIES* SHARES HOW INSTITUTIONS IN THE DEVELOPING WORLD AND LESS PRIVILEGED COMMUNITIES HAVE RE-IMAGINED AND RESTRUCTURED BLENDED EDUCATION TO ENHANCE TEACHING AND LEARNING FOR UNDERPRIVILEGED COMMUNITIES. THIS BOOK AIMS TO ADDRESS BLENDED LEARNING SOLUTIONS ACROSS INSTITUTIONAL, PROGRAM, COURSE, AND ACTIVITY LEVELS. THE CHAPTERS WILL COVER A VARIETY OF LEARNING ENVIRONMENTS, FROM RURAL SETTINGS TO LESS DEVELOPED COUNTRIES AND MORE, AND EXPLORE THE PROGRAMS AND COURSES DESIGNED TO IMPROVE STUDENT SUCCESS AND ACCESSIBILITY IN DIVERSE STUDENT POPULATIONS. THIS BOOK IS IDEALLY INTENDED FOR TEACHERS, ADMINISTRATORS, TEACHER EDUCATORS, PRACTITIONERS, STAKEHOLDERS, RESEARCHERS, ACADEMICIANS, AND STUDENTS WHO ARE INTERESTED IN BLENDED LEARNING OPPORTUNITIES IN LESS-PRIVILEGED SETTINGS AND TO UNDERSERVED AND MARGINALIZED POPULATIONS.

WE WANT TO DO MORE THAN SURVIVE - BETTINA L. LOVE 2019-02-19

WINNER OF THE 2020 SOCIETY OF PROFESSORS OF EDUCATION OUTSTANDING BOOK AWARD DRAWING ON PERSONAL STORIES, RESEARCH, AND HISTORICAL EVENTS, AN ESTEEMED EDUCATOR OFFERS A VISION OF EDUCATIONAL JUSTICE INSPIRED BY THE REBELLIOUS SPIRIT AND METHODS OF ABOLITIONISTS. DRAWING ON HER LIFE'S WORK OF TEACHING AND RESEARCHING IN URBAN SCHOOLS, BETTINA LOVE PERSUASIVELY ARGUES THAT EDUCATORS

MUST TEACH STUDENTS ABOUT RACIAL VIOLENCE, OPPRESSION, AND HOW TO MAKE SUSTAINABLE CHANGE IN THEIR COMMUNITIES THROUGH RADICAL CIVIC INITIATIVES AND MOVEMENTS. SHE ARGUES THAT THE US EDUCATIONAL SYSTEM IS MAINTAINED BY AND PROFITS FROM THE SUFFERING OF CHILDREN OF COLOR. INSTEAD OF TRYING TO REPAIR A FLAWED SYSTEM, EDUCATIONAL REFORMERS OFFER SURVIVAL TACTICS IN THE FORMS OF TEST-TAKING SKILLS, ACRONYMS, GRIT LABS, AND CHARACTER EDUCATION, WHICH LOVE CALLS THE EDUCATIONAL SURVIVAL COMPLEX. TO DISMANTLE THE EDUCATIONAL SURVIVAL COMPLEX AND TO ACHIEVE EDUCATIONAL FREEDOM—NOT MERELY REFORM—TEACHERS, PARENTS, AND COMMUNITY LEADERS MUST APPROACH EDUCATION WITH THE IMAGINATION, DETERMINATION, BOLDNESS, AND URGENCY OF AN ABOLITIONIST. FOLLOWING IN THE TRADITION OF ACTIVISTS LIKE ELLA BAKER, BAYARD RUSTIN, AND FANNIE LOU HAMER, *WE WANT TO DO MORE THAN SURVIVE* INTRODUCES AN ALTERNATIVE TO TRADITIONAL MODES OF EDUCATIONAL REFORM AND EXPANDS OUR IDEAS OF CIVIC ENGAGEMENT AND INTERSECTIONAL JUSTICE.

SCIENCE TEACHING RECONSIDERED - NATIONAL RESEARCH COUNCIL 1997-03-12

EFFECTIVE SCIENCE TEACHING REQUIRES CREATIVITY, IMAGINATION, AND INNOVATION. IN LIGHT OF CONCERNS ABOUT AMERICAN SCIENCE LITERACY, SCIENTISTS AND EDUCATORS HAVE STRUGGLED TO TEACH THIS DISCIPLINE MORE EFFECTIVELY. *SCIENCE TEACHING RECONSIDERED* PROVIDES UNDERGRADUATE SCIENCE EDUCATORS WITH A PATH TO UNDERSTANDING STUDENTS, ACCOMMODATING THEIR INDIVIDUAL DIFFERENCES, AND HELPING THEM GRASP THE METHODS--AND THE WONDER--OF SCIENCE. WHAT IMPACT DOES TEACHING STYLE HAVE? HOW DO I PLAN A COURSE CURRICULUM? HOW DO I MAKE LECTURES, CLASSES, AND LABORATORIES MORE EFFECTIVE? HOW CAN I TELL WHAT STUDENTS ARE THINKING? WHY DON'T THEY UNDERSTAND? THIS HANDBOOK PROVIDES PRODUCTIVE APPROACHES TO THESE AND OTHER QUESTIONS. WRITTEN BY SCIENTISTS WHO ARE ALSO EDUCATORS, THE HANDBOOK OFFERS SUGGESTIONS FOR HAVING A GREATER IMPACT IN THE CLASSROOM AND PROVIDES RESOURCES FOR FURTHER RESEARCH.

ENGAGING STUDENTS AS PARTNERS IN LEARNING AND TEACHING - ALISON COOK-SATHER 2014-04-21

A GUIDE TO DEVELOPING PRODUCTIVE STUDENT-FACULTY PARTNERSHIPS IN HIGHER EDUCATION STUDENT-FACULTY PARTNERSHIPS IS AN INNOVATION THAT IS GAINING TRACTION ON CAMPUSES ACROSS THE COUNTRY. THERE ARE FEW ESTABLISHED MODELS IN THIS NEW ENDEAVOR, HOWEVER. *ENGAGING STUDENTS AS PARTNERS IN LEARNING AND TEACHING: A GUIDE FOR FACULTY* OFFERS ADMINISTRATORS, FACULTY, AND STUDENTS BOTH THE THEORETICAL GROUNDING AND PRACTICAL GUIDELINES NEEDED TO DEVELOP STUDENT-FACULTY PARTNERSHIPS THAT AFFIRM AND IMPROVE TEACHING AND LEARNING IN HIGHER EDUCATION. PROVIDES THEORY AND EVIDENCE TO SUPPORT NEW EFFORTS IN STUDENT-FACULTY PARTNERSHIPS DESCRIBES VARIOUS MODELS FOR CREATING AND SUPPORTING SUCH PARTNERSHIPS HELPS FACULTY OVERCOME SOME OF THE PERCEIVED BARRIERS TO STUDENT-FACULTY PARTNERSHIPS SUGGESTS A RANGE OF POSSIBLE LEVELS OF PARTNERSHIP THAT MIGHT BE APPROPRIATE IN DIFFERENT CIRCUMSTANCES INCLUDES HELPFUL RESPONSES TO A RANGE OF QUESTIONS AS WELL AS ADVICE FROM FACULTY, STUDENTS, AND ADMINISTRATORS WHO HAVE HANDS-ON EXPERIENCE WITH PARTNERSHIP PROGRAMS BALANCING THEORY, STEP-BY-STEP GUIDELINES, EXPERT ADVICE, AND PRACTITIONER EXPERIENCE, THIS BOOK IS A COMPREHENSIVE WHY- AND HOW-TO HANDBOOK FOR DEVELOPING A SUCCESSFUL STUDENT-FACULTY PARTNERSHIP PROGRAM.

TEACHING RACE - STEPHEN D. BROOKFIELD 2018-11-20

A REAL-WORLD HOW-TO MANUAL FOR TALKING ABOUT RACE IN THE CLASSROOM EDUCATORS AND ACTIVISTS FREQUENTLY CALL FOR THE NEED TO ADDRESS THE LINGERING PRESENCE OF RACISM IN HIGHER EDUCATION. YET FEW BOOKS OFFER SPECIFIC SUGGESTIONS AND ADVICE ON HOW TO INTRODUCE RACE TO STUDENTS WHO BELIEVE WE LIVE IN A POST-RACIAL WORLD WHERE RACISM IS NO LONGER A REAL ISSUE. IN *TEACHING RACE* THE AUTHORS OFFER PRACTICAL TOOLS AND TECHNIQUES FOR TEACHING AND DISCUSSING RACIAL ISSUES AT PREDOMINATELY WHITE INSTITUTIONS OF HIGHER EDUCATION. AS CURRENT EVENTS HIGHLIGHT THE DYNAMICS SURROUNDING RACE AND RACISM ON CAMPUS AND THE WORLD BEYOND, THIS BOOK PROVIDES TEACHERS WITH ESSENTIAL TRAINING TO FACILITATE PRODUCTIVE DISCUSSION AND RAISE RACIAL AWARENESS IN THE CLASSROOM. A VARIETY OF TEACHING AND LEARNING EXPERTS PROVIDE INSIGHTS, TIPS, AND GUIDANCE ON RUNNING CLASSROOM DISCUSSIONS ON RACE. THEY PRESENT EFFECTIVE APPROACHES AND ACTIVITIES TO BRING RELUCTANT STUDENTS INTO A CONSIDERATION OF RACE AND EXPLORE HOW WHITE TEACHERS CAN MODEL RACIAL AWARENESS, THEREBY INVITING STUDENTS INTO THE PROCESS OF EXAMINING THEIR OWN WHITE IDENTITY. RACISM, WHETHER EVIDENT IN OVERT DISPLAYS OR SUBCONSCIOUS BIAS, HAS REPERCUSSIONS THAT REVERBERATE FAR BEYOND THE CAMPUS GROUNDS. AS THE CULTURAL CLIMATE INCREASINGLY CALLS OUT FOR MORE RESEARCH, EDUCATION, AND DIALOGUE ON RACE AND RACISM, THIS BOOK HELPS TEACHERS SPOTLIGHT ISSUES RELATED TO RACE IN A WAY THAT LEADS TO EFFECTIVE CLASSROOM AND CAMPUS CONVERSATION. THE BOOK PROVIDES GUIDANCE ON HOW TO: CREATE THE CONDITIONS THAT FACILITATE RESPECTFUL RACIAL DIALOGUE BY BUILDING TRUST AND EFFECTIVELY NEGOTIATING CONFLICT UNCOVER EACH STUDENT'S OWN SUBCONSCIOUS BIAS AND THE INTERSECTIONALITY THAT EXISTS EVEN IN THE MOST HOMOGENOUS-APPEARING CLASSROOMS HELP STUDENTS EMBRACE DISCOMFORT, AND ADAPT DISCUSSION METHODS TO ACCOMMODATE ISSUES OF RACE AND POSITIONALITY AVOID COMMON TRAPS, MISTAKES, AND MISCONCEPTIONS ENCOUNTERED IN ANTI-RACIST TEACHING PREDOMINANTLY WHITE INSTITUTIONS FACE A NUMBER OF CHALLENGES IN DEALING WITH RACE ISSUES, INCLUDING A LACK OF PRECEDENCE, AN ABSENCE OF MODELING BY CAMPUS LEADERS, AND LITTLE CLEAR

GUIDANCE ON HOW TEACHERS CAN IDENTIFY AND CHALLENGE RACISM ON CAMPUS. *TEACHING RACE* IS PACKED WITH ACTIVITIES, SUGGESTIONS AND EXERCISES TO PROVIDE PRACTICAL REAL-WORLD HELP FOR TEACHERS TRYING TO INTRODUCE RACE IN CLASS

DON'T TEACH CODING - LINDSEY D. HANDLEY 2020-04-21

THE DEFINITIVE RESOURCE FOR UNDERSTANDING WHAT CODING IS, DESIGNED FOR EDUCATORS AND PARENTS EVEN THOUGH THE VAST MAJORITY OF TEACHERS, PARENTS, AND STUDENTS UNDERSTAND THE IMPORTANCE OF COMPUTER SCIENCE IN THE 21ST CENTURY, MANY STRUGGLE TO FIND APPROPRIATE EDUCATIONAL RESOURCES. *DON'T TEACH CODING: UNTIL YOU READ THIS BOOK* FILLS A GAP IN CURRENT KNOWLEDGE BY EXPLAINING EXACTLY WHAT CODING IS AND ADDRESSING WHY AND HOW TO TEACH THE SUBJECT. PROVIDING A HISTORICALLY GROUNDED, PHILOSOPHICALLY SENSITIVE DESCRIPTION OF COMPUTER CODING, THIS BOOK HELPS READERS UNDERSTAND THE BEST PRACTICES FOR TEACHING COMPUTER SCIENCE TO THEIR STUDENTS AND THEIR CHILDREN. THE AUTHORS, EXPERTS IN TEACHING COMPUTER SCIENCES TO STUDENTS OF ALL AGES, OFFER PRACTICAL INSIGHTS ON WHETHER CODING IS A FIELD FOR EVERYONE, AS OPPOSED TO A FIELD RESERVED FOR SPECIALISTS. THIS INNOVATIVE BOOK PROVIDES AN OVERVIEW OF RECENT SCIENTIFIC RESEARCH ON HOW THE BRAIN LEARNS CODING, AND FEATURES PRACTICAL EXERCISES THAT STRENGTHEN CODING SKILLS. CLEAR, STRAIGHTFORWARD CHAPTERS DISCUSS A BROAD RANGE OF QUESTIONS USING PRINCIPLES OF COMPUTER SCIENCE, SUCH AS WHY WE SHOULD TEACH STUDENTS TO ~~READ ABOUT CODING~~ *RE-Authored Narrative Engineering Trauma and How It Affects Frontline Care* HELPING READERS UNDERSTAND THE PRINCIPLES AND ISSUES OF CODING EDUCATION, THIS BOOK: HELPS THOSE WITH NO PREVIOUS BACKGROUND IN COMPUTER SCIENCE EDUCATION UNDERSTAND THE QUESTIONS AND DEBATES WITHIN THE FIELD EXPLORES THE HISTORY OF COMPUTER SCIENCE EDUCATION AND ITS INFLUENCE ON THE PRESENT VIEWS TEACHING PRACTICES THROUGH A COMPUTATIONAL LENS ADDRESSES WHY MANY SCHOOLS FAIL TO TEACH COMPUTER SCIENCE ADEQUATELY EXPLAINS CONTEMPORARY ISSUES IN COMPUTER SCIENCE SUCH AS THE LANGUAGE WARS AND TRENDS THAT EQUATE CODING WITH ESSENTIAL LIFE SKILLS LIKE READING AND WRITING *DON'T TEACH CODING: UNTIL YOU READ THIS BOOK* IS A VALUABLE RESOURCE FOR K-12 EDUCATORS IN COMPUTER SCIENCE EDUCATION AND PARENTS WISHING TO UNDERSTAND THE FIELD TO HELP CHART THEIR CHILDREN'S EDUCATION PATH.

- CHARLES B. MANDA 2019-12-12

RE-AUTHORING LIFE NARRATIVES AFTER TRAUMA IS AN INTERDISCIPLINARY, SPECIALIST RESOURCE FOR TRAUMATIC STRESS RESEARCHERS, PRACTITIONERS AND FRONTLINE WORKERS WHO FOCUS THEIR RESEARCH AND WORK ON COMMUNITIES FROM DIVERSE RELIGIOUS BACKGROUNDS THAT ARE CONFRONTED WITH TRAUMA, DEATH, ILLNESS AND OTHER EXISTENTIAL CRISES. THIS BOOK AIMS TO ARGUE THAT THE BIOPSYCHOSOCIAL APPROACH IS LIMITED IN SCOPE WHEN IT COMES TO REACHING A HOLISTIC MODEL OF ASSESSING AND TREATING INDIVIDUALS AND COMMUNITIES THAT ARE EXPOSED TO TRAUMA. THE HOLISTIC MODEL MUST INTEGRATE AN UNDERSTANDING OF AND RESPECT FOR THE MANY FORMS OF RELIGION AND SPIRITUALITY THAT CLIENTS MIGHT HAVE (PARGAMENT 2011). IT WILL NOT ONLY BRING A SPIRITUAL PERSPECTIVE INTO THE PSYCHOTHERAPEUTIC DIALOGUE, BUT IT WILL ALSO ASSIST IN DEALING WITH THE DIFFERENT DEMANDS IN PASTORAL MINISTRY AS RELATED TO CLINICAL AND POST-TRAUMATIC SETTINGS. THE BOOK MAKES SEVERAL CONTRIBUTIONS TO SCHOLARSHIP IN THE DISCIPLINES OF, ALTHOUGH NOT LIMITED TO, TRAUMATIC STRESS STUDIES, PASTORAL CARE AND COUNSELLING, PSYCHOLOGY AND PSYCHIATRY. FIRSTLY, THE BOOK BRINGS SPIRITUALITY INTO THE PSYCHOTHERAPEUTIC DIALOGUE; TRADITIONALLY, RELIGIOUS AND SPIRITUAL TOPICS HAVE NOT BEEN A WELCOME PART OF THE PSYCHOTHERAPEUTIC DIALOGUE. SECONDLY, IT UNDERSCORES THE SIGNIFICANCE OF DOCUMENTING LITERARY NARRATIVES AS A MEANS OF HEALING TRAUMA; WRITING ABOUT OUR TRAUMAS ENABLES US TO EXPRESS THINGS THAT CANNOT BE CONVEYED IN WORDS, AND TO BRING TO LIGHT WHAT HAS BEEN SUPPRESSED AND IMAGINE NEW POSSIBILITIES OF LIVING MEANINGFULLY IN A CHANGED WORLD. THIRDLY, IT PROPOSES AN EXTENSION TO THE FIVE-STAGE MODEL OF TRAUMA AND RECOVERY COINED BY JUDITH HERMAN.

TEACHING CRITICAL THINKING - BELL HOOKS 2013-02-01

IN *TEACHING CRITICAL THINKING*, RENOWNED CULTURAL CRITIC AND PROGRESSIVE EDUCATOR BELL HOOKS ADDRESSES SOME OF THE MOST COMPELLING ISSUES FACING TEACHERS IN AND OUT OF THE CLASSROOM TODAY. IN A SERIES OF SHORT, ACCESSIBLE, AND ENLIGHTENING ESSAYS, HOOKS EXPLORES THE CONFOUNDING AND SOMETIMES CONTROVERSIAL TOPICS THAT TEACHERS AND STUDENTS HAVE URGED HER TO ADDRESS SINCE THE PUBLICATION OF THE PREVIOUS BEST-SELLING VOLUMES IN HER *TEACHING* SERIES, *TEACHING TO TRANSGRESS* AND *TEACHING COMMUNITY*. THE ISSUES ARE VARIED AND BROAD, FROM WHETHER MEANINGFUL TEACHING CAN TAKE PLACE IN A LARGE CLASSROOM SETTING TO CONFRONTING ISSUES OF SELF-ESTEEM. ONE PROFESSOR, FOR EXAMPLE, ASKED HOW BLACK FEMALE PROFESSORS CAN MAINTAIN POSITIVE AUTHORITY IN A CLASSROOM WITHOUT BEING SEEN THROUGH THE LENS OF NEGATIVE RACIST, SEXIST STEREOTYPES. ONE TEACHER ASKED HOW TO HANDLE TEARS IN THE CLASSROOM, WHILE ANOTHER WANTED TO KNOW HOW TO USE HUMOR AS A TOOL FOR LEARNING. ADDRESSING QUESTIONS OF RACE, GENDER, AND CLASS IN THIS WORK, HOOKS DISCUSSES THE COMPLEX BALANCE THAT ALLOWS US TO TEACH, VALUE, AND LEARN FROM WORKS WRITTEN BY RACIST AND SEXIST AUTHORS. HIGHLIGHTING THE IMPORTANCE OF READING, SHE INSISTS ON THE PRIMACY OF FREE SPEECH, A DEMOCRATIC EDUCATION OF LITERACY. THROUGHOUT THESE ESSAYS, SHE CELEBRATES THE TRANSFORMATIVE POWER OF CRITICAL THINKING. THIS IS PROVOCATIVE, POWERFUL, AND JOYFUL INTELLECTUAL WORK. IT IS A MUST READ FOR ANYONE WHO IS AT ALL INTERESTED IN EDUCATION TODAY.