

RECLAIMING
CARING
IN TEACHING
AND
TEACHER
EDUCATION

LISA S. GOLDSTEIN

Reclaiming Caring In Teaching And Teacher Education Rethinking Childhood Vol 24

**Elsa Mentz,Dorothy Laubscher,Jako
Olivier**



Reclaiming Caring In Teaching And Teacher Education Rethinking Childhood Vol 24:

Reclaiming Caring in Teaching and Teacher Education Lisa S. Goldstein, 2002 Annotation Goldstein education U of Texas Austin offers this text in an effort to reestablish caring in teaching and in teacher education with an urge to move away from the gentle smiles and warm hugs view toward one that sees caring as an integral part of the teacher learning process and teacher education programs Coverage includes conceptual theoretical and empirical interpretations of caring which provide a framework for a moral and intellectual relation view of caring educating teachers to understand and be committed to this concept of caring teaching and possibilities for developing teacher education programs which demonstrate for preservice teachers the pedagogical power of the moral and intellectual relation view of caring Annotation c Book News Inc Portland OR booknews com **Forthcoming Books** Rose Arny, 2004 **American Book Publishing Record**, 2002

Bibliographic Guide to Education, 2002 lists publications cataloged by Teachers College Columbia University supplemented by The Research Libraries of The New York Public Library *Resources in Education*, 1998 Das Schweizer Buch, 2002 *Deutsche Nationalbibliographie und Bibliographie der im Ausland erschienenen deutschsprachigen Veröffentlichungen*, 2002 **Resources in Education**, 1997 **Self-Directed Learning** Elsa Mentz, Dorothy Laubscher, Jako Olivier, 2021-12-31 This book on self directed learning SDL is devoted to original academic scholarship within the field of education and is the 6th volume in the North West University NWU SDL book series In this book the authors explore how self directed learning can be considered an imperative for education in a complex modern society Although each chapter represents independent research in the field of self directed learning the chapters form a coherent contribution concerning the scholarship of self directed learning and specifically the effect of environmental and praxis contexts on the enhancement of self directed learning in a complex society The publication as a whole provides diverse perspectives on the importance of self directed learning in varied contexts Scholars working in a wide range of fields are drawn together in this scholarly work to present a comprehensive dialogue regarding self directed learning and how this concept functions in a complex and dynamic higher education context This book presents a combination of theory and practice which reflects selected conceptual dimensions of self directed learning in society as well as research based findings pertaining to current topical issues relating to implementing self directed learning in the modern world The varied methodologies provide the reader with different and balanced perspectives as well as varied and innovative ideas on how to conduct research in the field of self directed learning Current Index to Journals in Education, 1998-07

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