

Sharing Pedagogies

*Students &
Teachers
Write About
Dialogic
Practices*



*Edited by
Gail Tayko and
John Paul Tassoni
Foreword by Ira Shor*

Sharing Pedagogies Students And Teachers Write About Dialogic Practices

Cheng Fang-Chu



Sharing Pedagogies Students And Teachers Write About Dialogic Practices:

Sharing Pedagogies Gail Tayko, John Paul Tassoni, 1997 The essays collected here show students and teachers reconstructing power relations by asking Who has the right to speak in the classroom Whose voices what content and which processes should be deployed

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Using Tension as a Resource Heidi L. Hallman, Kristen Pastore-Capuana, Donna L. Pasternak, 2019-04-16 This book focuses on the tensions that emerge in teaching the English language arts methods course within teacher education programs The book features chapters that grapple with the historical legacies of influence on methods pedagogy as well as contemporary challenges in teaching methods courses alongside field experiences Multiple perspectives from those involved in teaching methods courses within English language arts teacher education programs are presented as a way to dialogue about current and future challenges Dialogue is sustained throughout the book as each chapter includes an adjacent response that prompts readers to ask further questions about the chapter's content Content with the chapters in the book focus on describing a tension or dilemma that the author faced when teaching the middle secondary ELA methods course or adjacent field experience Discussion in the chapters responses highlights the importance of the field's history and its present response to the tension featured This book will be a useful resource to teacher educators who wish to investigate new approaches to dilemmas faced in teaching the methods class to pre service teachers

I-writing Karen Surman Paley, 2001 In this ethnographic study of the teaching of writing Karen Surman Paley reveals the social significance of first person writing and the limitations of a popular taxonomy of composition studies Paley looks critically at the way social constructionists have created an Other in the field of composition studies and named it expressivist Paley demonstrates the complexity of approaches to teaching writing through an ethnographic study of two composition faculty at Boston College a program that some would say is expressivist She prompts her colleagues to consider how family experiences shape the way students feel about and treat people of races religions genders and sexual preferences other than their own Finally she suggests to the field of composition that practitioners spend less time shoring up taxonomies of the field and more time sharing pedagogies

Mainstreaming Basic Writers Gerri McNenny, Sallyanne H. Fitzgerald, 2001-06 Explores the many facets of the mainstreaming movement in college level basic writing that are currently being debated Examines the theoretical political pedagogical concerns that arise as pressures push colleges to eliminate basic writing programs

Ecofeminist Literary Criticism Greta Claire Gaard, Patrick D. Murphy, 1998 Ecofeminist Literary Criticism is the first collection of its kind a diverse anthology that explores both how ecofeminism can enrich literary criticism and how literary criticism can contribute to ecofeminist theory and activism Ecofeminism is a practical movement for social change that discerns interconnections among all forms of oppression the exploitation of nature

the oppression of women class exploitation racism colonialism Against binary divisions such as self other culture nature man woman humans animals and white non white ecofeminist theory asserts that human identity is shaped by more fluid relationships and by an acknowledgment of both connection and difference Once considered the province of philosophy and women s studies ecofeminism in recent years has been incorporated into a broader spectrum of academic discourse Ecofeminist Literary Criticism assembles some of the most insightful advocates of this perspective to illuminate ecofeminism as a valuable component of literary criticism

Profession 2011 Rosemary G. Feal, 2014-01-08 This issue of Profession contains Sidonie Smith s introduction to her Presidential Forum held at the 2011 MLA convention and the essays of forum participants Hillary Chute Marianne Hirsch Leigh Gilmore Craig Howes Fran oise Lionnet Nancy K Miller David Palumbo Liu Brian Rotman Leo Spitzer Robert Warrior and Gillian L Whitlock The issue also features a section on evaluating digital scholarship Introduced by Susan Schreibman Laura Mandell and Stephen Olsen the section includes essays by Steve Anderson Kathleen Fitzpatrick Jerome McGann Tara McPherson Bethany Nowviskie and Geoffrey Rockwell The issue s other essays are by Reed Way Dasenbrock Gillian Gane Laurie Grobman Joyce Kinkead David Porter and Richard Yarborough The issue concludes with two sets of MLA guidelines on professional employment practices for non tenure track faculty members and on evaluating translations as scholarship and a listing of reports surveys statements and other resources recently added to the MLA Web site

Race in the College Classroom Maureen T. Reddy, Bonnie TuSmith, 2002 Winner of the 2003 American Educational Studies Association Critics Choice Awards Winner of the 2003 Gustavus Myers Outstanding Book Award Did affirmative action programs solve the problem of race on American college campuses as several recent books would have us believe If so why does talking about race in anything more than a superficial way make so many students uncomfortable Written by college instructors from many disciplines this volume of essays takes a bold first step toward a nationwide conversation Each of the twenty nine contributors addresses one central question what are the challenges facing a college professor who believes that teaching responsibly requires an honest and searching examination of race Professors from the humanities social sciences sciences and education consider topics such as how the classroom environment is structured by race the temptation to retreat from challenging students when faced with possible reprisals in the form of complaints or negative evaluations the implications of using standardized evaluations in faculty tenure and promotion when the course subject is intimately connected with race and the varying ways in which white faculty and faculty of color are impacted by teaching about race

Transformative Pedagogies for Teacher Education Ann E. Lopez, Elsie L. Olan, 2019-07-01 This is the second book in the series Transformative Pedagogies for Teacher Education Like the first book in the series it is geared towards practitioners in the field of teacher education This second book focuses on action agency and dialogue It features chapters by a collection of teacher educators researchers teacher advocates and practitioners drawing on their research and experiences with teacher candidates to explore critical issues in teacher education The book will be

useful to teacher educators working with teacher candidates in different contexts particularly diverse contexts Given demographic shifts and the need for educators to respond to growing diversity in schools educators will find valuable strategies in Transformative Pedagogies in Teacher Education Critical Action Agency and Dialogue in Teaching and Learning Contexts they can implement in their own practice In addition to valuable strategies authors explore different approaches and perspectives in teacher education in the preparation of teacher candidates for a changing world Critical notions of education are posited from different perspectives and locations This book will be useful for schools school boards and districts engaging in ongoing professional development of teachers It will also be of value to school leaders and aspiring leaders in principal preparation programs as working with new teachers and teacher educators is an integral part of their role

Mentorship/Methodology Leigh Gruwell, Charles Lesh, 2024-04-22 Mentorship Methodology brings together emerging and established scholars to consider the relationship between mentoring practices and research methodologies in writing studies and related fields Each essay in this edited collection produces a new intellectual space from which to theorize the dynamics of combining mentoring and research in institutions and communities of higher education The contributors consider how methodology informs mentorship how mentorship activates methodology and how to locate the future of the field in these moments of intersection Mentorship through the research and relationships it nourishes creates the future of writing studies or conversely reproduces the past At the juncture where this happens the contributors inquire Where have current arrangements of mentorship methodology taken writing studies Where do these points of intersection exist in performance and practice in theory in research What images of the field do they produce How can scholars better articulate and write about these moments or spaces in which mentorship and methodology collide in productive disciplinary work By making the slash more visible Mentorship Methodology provides significant opportunities to support and cultivate diverse ways of knowing and being in rhetoric and composition both locally and globally The volume will appeal to students and scholars of rhetoric composition and technical and professional communication as well as readers interested in conversations about mentorship and methodology

The Allyn & Bacon Sourcebook for Writing Program Administrators Irene Ward, William James Carpenter, 2002 The Allyn Bacon Sourcebook for Writing Program Administrators offers essential advice for the novice the experienced or the returning Writing Program Administrator Provides eleven original works by nationally known writing program directors plus reprints of ground breaking articles from journals like ADE Bulletin College English and WPA Writing Program Administrator Many of the chapters have extensive bibliographies and help with such issues as teacher training and professional development curriculum and assessment and promotion and professional issues Other chapters are focused on advice for planning a career and flourishing as an administrator An extensive section of appendices collects the major professional statements pertaining to writing program administration including statements about standards for teaching working conditions and much more For anyone interested in writing

program administration **A Knowledge Base for Teacher Education and Development: Programme and process of teacher education** ,2002 Narrative as Writing and Literacy Pedagogy for Preservice Elementary Teachers Nancy A. Wasser,2021-08-16 I just cannot write or I am not a good writer are familiar complaints from students in academia Many of them claim they cannot express themselves clearly in written text and their lack of this skill impedes them in their academic career In this book Nancy A Wasser argues that teachers can help solve this when they start viewing writing not as secondary to reading but as the equally important side of the same coin Those who cannot read will not be able to write Wasser explains how teaching and regular practicing of writing skills from an early age onwards helps children grow into students who are self aware of their voices By employing narrative as a process of learning to write and a way to read teachers can teach children the art of writing while also making children more aware of their own constructions of narrative Combining the focus on individual and group expression in writing lessons students can trace and reflect on their own life transformations through their writing process Good writers are not born that way but made through effort and practice Changes in curriculum may not only lead to better expressed citizens but also to more balance between teacher and children voices **Factors Influencing Early Childhood Care and Education Faculty Pedagogical Orientation in Taiwan Technical Higher Education Institutions** Cheng Fang-Chu,2006 *The Longman Sourcebook for Writing Program Administrators* Irene Ward,William James Carpenter,2008 The Longman Sourcebook for Writing Program Administrators serves as a reference work and handbook for those charged with administering writing programs at colleges and universities Both English Department Chairpersons and Directors of Writing Programs will find this an essential resource The book is also intended for graduate level courses in writing program administration serving as an introduction to the theory issues and practical problems of writing program administration *Writing on the Edge* ,2002 Teaching Writing Creatively David Starkey,1998 Teaching Writing Creatively represents a challenge to conventional notions of genre It seeks to break down the artificial antiquated barriers between creative and academic writing making the writing classroom experience a more imaginative one Teaching Writing Creatively features many of the most respected names in composition instructors with long successful histories of providing teachers with functional yet inventive methods of teaching writing The collection begins with articles that assert that all good writing must be in some important sense creative These contributors offer accounts of the transformation of their composition classrooms essays that demonstrate that good student writing is only marginally about genre and a critique of the creative writing workshop as a model for the composition class Part II offers a variety of ways to approach the teaching of writing as a creative endeavor It includes articles on helping students better understand their own writing processes and suggestions on alternative composing strategies and their classroom applications The contributors to the final section offer a variety of new approaches to creative writing that can be successfully applied to expository writing courses as well Student centered and process oriented Teaching Writing Creatively

is a book writing instructors will find immediately useful particularly composition instructors who feel hemmed in by the conventional expectations of writing courses and creative writing instructors looking to take advantage of the latest innovations in composition studies

Handbook of Research on Teachers of Color and Indigenous Teachers Conra D. Gist, Travis J. Bristol, 2022-10-15 Teachers of Color and Indigenous Teachers are underrepresented in public schools across the United States of America with Black Indigenous and People of Color making up roughly 37% of the adult population and 50% of children but just 19% of the teaching force Yet research over decades has indicated their positive impact on student learning and social and emotional development particularly for Students of Color and Indigenous Students A first of its kind the Handbook of Research on Teachers of Color and Indigenous Teachers addresses key issues and obstacles to ethnoracial diversity across the life course of teachers careers such as recruitment and retention professional development and the role of minority serving institutions Including chapters from leading researchers and policy makers the Handbook is designed to be an important resource to help bridge the gap between scholars practitioners and policy makers In doing so this research will serve as a launching pad for discussion and change at this critical moment in our country s history The volume s goal is to drive conversations around the issue of ethnoracial teacher diversity and to provide concrete practices for policy makers and practitioners to enable them to make evidence based decisions for supporting an ethnoracially diverse educator workforce now and in the future

Critical Pedagogy in the Language and Writing Classroom Gloria Park, Sarah Bogdan, Madeleine Rosa, Joseph Navarro, 2023-04-25 This volume introduces theory to practice based critical pedagogy grounded in Paulo Freire s scholarship to language and literacy learning settings The chapters present authentic experiences of teacher scholars feature real world examples and activities ready for implementation in the classroom and provide nuanced guidance for future teachers The examples and activities from teacher scholars place critical pedagogy at the heart of classroom contexts and cover key topics including place based pedagogy contemplative pedagogy technology within the classroom and translingual and multimodal paradigms The chapters include further readings and discussion questions that challenge assumptions and promote deeper reflection and can be modified for different teaching contexts This practical volume is essential reading for students and scholars in TESOL and critical pedagogy

Journal of Teaching Writing, 2004

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