

RECOGNITION OF THE SPIRIT AND ITS DEVELOPMENT AS LEGITIMATE CONCERNS OF EDUCATION

BY PAUL GROSCH

Recognition Of The Spirit And Its Development As Legitimate Concerns Of Education

Edith Sue Kohner Burford



Recognition Of The Spirit And Its Development As Legitimate Concerns Of Education:

Recognition of the Spirit and Its Development as Legitimate Concerns of Education Paul Grosch, 2000 This study draws on the disciplines of anthropology theology history biology philosophy and analytic philosophy of education to analyze the legitimacy of spirituality as a separate academic discipline It draws parallels between the work of Pierre Hadot MacIntyre and Oakeshott

Critical Thinking in Young Children Elizabeth Jane Davis, 2000 In addition to an introduction and review of the literature including the theories of Richard Paul and Henry Giroux the work includes an analysis of transcripts of conversations with young children about their thinking BOOK JACKET

Overheard in Seville 2001, 2001-10-15 An annual publication Overheard in Seville Bulletin of the George Santayana Society includes scholarly articles on George Santayana as well as announcements of publications and meetings pertaining to Santayana Scholarship

The History of the International Learning Styles Network and Its Impact on Instructional Innovation Laura Shea Doolan, 2004 Doolan St Joseph's College Brooklyn New York documents the development of the International Learning Styles Network ILSN over the past 25 years from a national educational network of centers in colleges and universities in the U S to an international organization with centers in Asia Australia Europe and North America dedicated to the p

An Investigation of the Relationship Between Social Studies Teachers' Beliefs and Practice D. Antonio Cantu, 2001 This study addresses and advances the study and understanding of numerous research and educational constructs In particular it provides greater understanding of the role of teacher beliefs in guiding or influencing classroom practice It also provides researches and educators with a framework for identifying those components that comprise a teacher's belief system

A Philosophical Guide for Decision Making by Educators Robert D. Heslep, 2002 After a critical discussion of several current positions in educational philosophy the book focuses on communication reason and voluntary action as sources of principles that are integral to philosophy and education The work applies its foundational principles in two ways It shows how they compare with the educational views of Social Constructivism and of Critical Theory It also devotes a chapter length discussion to several curricular topics likely to be facing educators in the future higher order thinking skills multicultural education and higher technology

Opinions of Administrators, Faculty, and Students Regarding Academic Freedom and Student Artistic Expression Charles David Warner, 2001 This study compares the opinions of campus administrators art faculty members and student artists concerning institutional solutions and policy options relating to the exhibition of controversial student art work in the community colleges of Maryland It investigates specific issues of academic freedom exhibition space and administrative responsibility for campus neutrality

Investigating the Reasons University Students in the South Central United States Have to Retake First-year English Composition Edith Sue Kohner Burford, 2004 The university Burford studies is in the southern tip of Texas and is called a Mexican university because it is in the Lower Rio Grande Valley Most of the students are Hispanic and most of the faculty is of Anglo Saxon European heritage The school has a history of a high rate of

students repeating first year composition either because they did

Learning how Children Process Mathematical Problems

Ana Maria Klein, 2003 This book is the result of three years of qualitative research observation conducted in a classroom Grade five students were observed during their extended mathematics problem solving class Data was audio taped video recorded and analyzed to isolate the language of problem solving The children work with multi step mathematical problems that are well designed Insights gleaned from the analysis showed the different ways that children interpret what they understand in mathematics It also shows how they explain their problem solving strategies to each other The study shows teachers and teacher educators positive ways of assisting the problem solving process Through multiple examples of hands on instruction manipulatives based learning environments and well designed classroom settings teachers and teacher educators can help build positive mathematical experiences for young children The data also shows that students work in a space that requires high concentration and abstraction and it brings out the fact that youngsters need to communicate about what they are learning

The Concept of Academic Freedom Kevin McGuinness, 2002 Academic freedom comprises two inter related rights one belonging to educational institutions particularly universities and the other to the scholars whom they employ This work surveys a variety of approaches taken toward academic freedom related issues around the world though concentrating mainly on the UK including control over hiring promotion tenure course content assessment student evaluation of the faculty deviation from orthodox methodology and revisionism

The Impact of Teacher's Perceptions and Pedagogical Practices on the Educational Experiences of Immigrant Students from the Commonwealth Caribbean Wendy P. Hope, 2005

This book offers educators who are increasingly faced with diverse multi cultural inclusive opportunity to find a place to start the process of revisionary pedagogical practices that validate and affirm the experiences of their students During the 1960 s the United States immigration laws were changed from one based on a quota system to a method that allowed for persons from virtually every country in the world to enter the United States as immigrants One of the by products of such a change in the laws was the increased numbers of persons entering the United States from the Caribbean Within this category a significant number of persons originated from the British Commonwealth Islands of Guyana Jamaica Trinidad and Tobago and Barbados among others Upon entrance into American schools these newly arrived immigrants have been often treated in the same manner as African American students There have been few accommodations made for culture or language differences despite the linguistic distance existing between the language they speak and that used in American schools as well as the cultural differences between the culture of home and school American This mishandling and incorrect assessment of immigrants from the British Commonwealth Islands is most likely due to false assumptions made about the language they speak Since English is the official language of these islands the population of persons originating from them is assumed to consist of English speakers Such assumptions do not reflect an understanding regarding the linguistic situation of the British West Indies In these nations English is most likely reserved for official domains in government and education while a patois is

most likely the language of home church and friends The linguistic situation is further complicated by the many varieties of dialect that exist These language varieties range from those that are not mutually intelligible by English speakers to other varieties with a linguistic distance closer to the English spoken in countries where English is the native language for a significant segment of the population students is a by product of the degree and quality of the education that they have received in their homeland However many have not attended school on a regular basis or have attended schools that are not well equipped or staffed resulting in their not acquiring the necessary skills to do academic work in English as required in American schools It is this population of students in a school located in Brooklyn New York that the study of teachers beliefs perceptions and pedagogical practices and their impact on the educational experiences of newly arrived immigrant students from the Commonwealth Caribbean focuses upon This is an insightful and thought provoking examination of middle school students in the Buxton Intermediate School The purpose of this study as stated by the author is to examine teachers practices in working with immigrant students from the Commonwealth Caribbean in New York City public schools Nonetheless the study goes beyond its goal informative but also necessary for every educator who is teaching in a community with a significant population of immigrants from the British West Indies or is teaching in a linguistically diverse environment To reach its goal Dr Wendy Hope studied a class of newly arrived students from Jamaica Guyana Trinidad and Tobago and Barbados as well as other Caribbean islands It was part of a transitional program This was a self contained class taught for most of the day by one teacher who was also a Caribbean native Ms Jackson Nonetheless students also went to other classes such as mathematics gym music and careers taught by other teachers By examining the teaching practices of these educators who work with Caribbean students within this transitional program issues of race power pedagogy hegemony cultural conflict language and more emerged to reveal that oftentimes well intended and hard working teachers employ approaches that are counterproductive to their goals namely the education of their students two frameworks one drawn from Henry Giroux s 1993 theory of Border Crossings and a second Jim Cummins 1993 theoretical framework for intervention Empowering Minority Students were employed Both paradigms although distinctively different consider issues of power between students and teachers schools and the minority community and institutional structures impacting negatively on students Furthermore pedagogical issues stemming from a dominant subordinate relationship that include use of the minority students language s and culture are addressed study is beyond the purview of this introduction a few of the questions addressed include what is the role of the students language and culture in the classroom is the culture and language of the students used as a vehicle to teach or is it viewed as an obstacle in the learning process to what extent is the culture of these students included in the curriculum how much do teachers know about the culture of these students are parents of these students encouraged by teachers to be active participants in their children s education how do teachers see their role in relation to the transitional program where these students are housed for a significant portion of their daily

schedules do teachers feel that different approaches should be used to teach these students observing of teachers it was concluded that little deviation from conventional teaching approaches was employed to teach these students despite teachers acknowledgement that these students were part of a transitional program and their level of English competency was substandard Furthermore it was found that parental involvement was something that teachers considered to fall under the responsibility of school officials rather than their responsibility In addition most teachers had little knowledge regarding how students were assessed and placed in the transitional program Furthermore most teachers admitted to working alone without much collaboration with any other of the teachers including the main teacher Ms Jackson the teacher in the self contained class who had these students for a significant segment of the day These findings a few of the many results yielded by this study stemmed from teachers who felt that they were good teachers with the best interest of their students in mind While examining the results yielded by this study a major concern regarding multicultural education emerged need to respond to racial linguistic ethnic and cultural diversity has been the advocacy of most schools of education In addition in reviewing the mission statements of five schools of education within the City University of New York issues of social justice acknowledgment and respect for what students bring with them to the classroom the need for collaboration among teachers and respect for the language and culture of students are a few of the many goals professed by these documents Nonetheless there exists a disparity between what schools of education are advocating and what is occurring in the classroom Thus other questions emerge regarding why such a divide exists between what is being taught and the actual practice of teaching Could it be that the efforts to address the needs of a diverse population is one that is not really dealt by all but just a few teacher trainers who truly believe in such an approach While these issues are beyond the purview of this study the fact that they have surfaced lends testimony to the fact that we as educators must look at what we are doing

Performance-based Evaluation for Certificated and Non-certificated School Personnel Robert Dewayne Buchanan, Ruth Ann Roberts, 2001 Based on the common standards established by the Interstate School Leaders Licensure Consortium ISLLC this monograph will provide both beginning and practicing administrators with models of performance based evaluations

Problems and Solutions in Urban Schools Gwendolyn M. Duhon, 2001 Articles address many issues discussed in educational arenas daily presenting gripping insights into gender discrimination and successful educational practices for the at risk urban child

The Impact of High-stakes Testing on the Academic Futures of Non-mainstream Students Gail Singleton Taylor, 2004 This book is about the impact of testing on the academic futures of students

The Freinet Movements of France, Italy, and Germany, 1920-2000 Nicholas Beattie, 2002

Educators Leading the Challenge to Alleviate School Violence Rose M. Duhon-Sells, Leslie Agard-Jones, 2003 The book attempts to improve the understanding that major challenges confront the proponents of excellence in our schools and that vestige of school violence lack of understanding of cultural differences and diversity and the special need for unity are necessary to overcome in teaching techniques for educators parents students

Violence and Non-violence in the Schools Christine J. Villani, Colin C. Ward, 2001 **The British National Bibliography** Arthur James Wells, 2002 A New Era in Educational Leadership--one Principal, Two Schools Ruth Rees, 2003 Principals are in short supply in Ontario Canada and across North America This work aims to help teachers understand why schools have been twinned one principal leading two or even three schools in Ontario and elsewhere as well as the benefits associated with twinning *An Organizational, Social-psychological, and Ethical Analysis of School Administrators' Use of Deception* Daniel J. Mahoney, 2003 Annotation This book makes a major contribution to the scholarship of organizational analysis and leadership It describes the imperfect world of school organizations as navigated by flesh and blood human beings the leaders in this study are real people in real situations It illuminates the ethical reasoning articulated by school principals in response to candid questions why they chose to ignore bend or break rules why they chose not to disclose factual information or why they lied Current administrators will find affirmation and validation in its theoretical grounding Professors in graduate educational leadership programs will find integrity of scholarship authentic descriptions of the realities of professional practice and a means for promoting lively discussions Scholars of organizational analysis and leadership studies will find a gold mine of data and future research suggestions

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