

# *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

**Rosemary G. Feal**



## **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

**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

**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

**Using Tension as a Resource** Heidi L. Hallman, Kristen Pastore-Capua, 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

Mainstreaming Basic Writers Gerri McNenny, Sallyanne H. Fitzgerald, 2001-06-01 At a time when various political and administrative bodies are calling for the dissolution of basic writing instruction on four year college campuses the need for information concerning the options available to university decision makers has become more and more pressing A wide range of professional judgments surrounding this situation exists Mainstreaming Basic Writers Politics and Pedagogies of Access presents a range of positions taken in response to these recent challenges and offers alternative configurations for writing instruction that attempt to do justice to both students needs and administrative constraints Chapter authors include for the most part professionals entrusted with the role of advocating for a student

population often described as underprepared in need of remediation and at risk Throughout the volume contributors discuss current institutional developments and describe curricular designs that instructors searching for innovative ways to meet the needs of their heterogeneous student populations will find helpful as models of college writing program curricula and administration This book's focus is to give a fair representation of some of the more noted perspectives from nationally recognized scholars and administrators working in the field of basic writing This presentation of key positions on the issue of mainstreaming basic writers at the college level is an important resource for all writing program administrators composition and rhetoric students and scholars and university decision makers from provosts to deans to department chairs

**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 *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      *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      **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      **Dialogic Pedagogy** David Skidmore, Kyoko Murakami, 2016-08-18 This book provides a wide ranging and in depth theoretical perspective on dialogue in teaching It explores the philosophy of dialogism as a social theory of language and explains its importance in teaching and learning Departing from the more traditional teacher led mode of teacher student

communication the dialogic approach is more egalitarian and focuses on the discourse exchange between the parties Authors explore connections between dialogic pedagogy and sociocultural learning theory and argue that dialogic interaction between teacher and learners is vital if instruction is to lead to cognitive development The book also presents prosody as a critical resource for understanding between teachers and students and includes some of the first empirical studies of speech prosody in classroom discourse

**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

*Journal of Teaching Writing*, 2004 **Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching** Hodges, Tracey S., 2022-05-27

Writing is a critical component for teaching children about advocacy and empowering student voice as well as an essential tool for learning in many disciplines Yet writing instruction in schools often focuses on traditional methods such as the composition of five paragraph essays or the adherence to proper grammatical conventions While these are two components of writing instruction and preparation in education they only provide a small glimpse into the depth and breadth of writing As such writing instruction is increasingly complex and requires multiple perspectives and levels of skill among teachers The Handbook of Research on Writing Instruction Practices for Equitable and Effective Teaching serves as a comprehensive reference of issues related to writing instruction and leading research about perspectives methods and approaches for equitable and effective writing instruction It includes practices beyond K 12 including best writing practices at the college level as well as the development of future teachers Providing unique coverage on culturally relevant writing socio and racio linguistic justice and urgent writing pedagogies this major reference work is an indispensable resource for administrators and educators of both K 12 and higher education pre service teachers teacher educators libraries government officials

researchers and academicians      *Genre by Example* David Starkey, 2001 This book argues that creativity need not be muted simply to meet the perceived boundaries of the academic essay that in fact an author immersed in a form has special insight unavailable through any other means      *Taking College Teaching Seriously - Pedagogy Matters!* Gail O. Mellow, Diana D. Woolis, Marisa Klages-Bombich, Susan Restler, 2023-07-03 College teaching is not rocket science it s much much harder Diana Laurillard University of London College faculty both adjunct and full time stand with their students at the coalface of learning wishing for more to succeed and disappointed at how illusory academic success is for so many Among the array of investments colleges are making to improve student outcomes from predictive data analysis to enhanced advising too little attention is paid to supporting faculty Yet the impact of teacher and teaching on student learning is incontrovertible Taking College Teaching Seriously Pedagogy Matters stands against the tide celebrating the incredible work faculty members do each day and challenging them to expand their capacity to present their content expertise effectively This book presents a model of embedded professional development which capitalizes on the affordances of technology to enable groups of faculty to examine their practice in a non evaluative context but with a clear focus on improvement The core of the work involves individual reflection and the design provides for an accessible way to see into the classrooms of discipline peers Most importantly the Taking College Teaching Seriously experience is not an intense one shot but rather a structured opportunity for a faculty member to examine and adapt practice over time and to assess the impact of changes on student learning Faculty who have participated in the Taking College Teaching Seriously experience found it to be transformative English Professor Kentucky Participating in the work this year has helped me to be more reflective in every single action I constantly analyze how each session went it gave me the tools to think about every minute detail of a classroom Adjunct Math Professor Mississippi Speaking as an adjunct I have valued the chance to share my teaching and get ideas from others I can honestly say that this experience has been a lifeline of sorts this year In a magic wand instructional setting I d wish for the kind of honest respectful and professionally challenging discussions we have in Classroom Notebook at weekly staff meetings Classroom Notebook is the Taking College Teaching Seriously online platform Math Professor NJ I think the continual self evaluation and reflection allowed us to work together to brainstorm improvements and positive tweaks to be more purposeful in our classrooms as opposed to just randomly reaching in the dark for ideas and techniques in HOPE of success Taking College Teaching Seriously Pedagogy Matters breaks new ground in professional development Each faculty member is at the center of the learning experience stimulated and supported by peers working in similar contexts They share a desire to see more students learn deeply and find that honing their skill at adapting to the learning needs of specific classes and students allows them to realize this goal Uniquely Taking College Teaching Seriously illuminates the link between faculty teaching expertise and improving student outcomes The introduction to the book examines the challenges facing faculty in higher education today and reviews the literature on teaching and learning Chapter 1 looks at the analytical foundations for all of

the model's elements from adult learning theory to communities of practice and Chapter 2 presents the model's theory of change Chapter 3 describes the model in detail and Chapters 4 and 5 concern the infrastructure of the faculty collaborative community focusing on both its interpersonal and technological dimensions The book concludes in Chapter 6 with an assessment of the value of this approach to professional development and a call to action for faculty member engagement in this important work so essential to both professional passion and mandate

**Research on Teaching Strategies and Skills in Different Educational Stages** Pedro Gil-Madrona, Linda Saraiva, Luisa Losada-Puente, 2025-03-19 The teaching practice becomes a reciprocal activity in the classroom when teachers apply their creativity and their knowledge resulting from research and scientific evidence in the didactic teaching process with the purpose of strengthening in the students the key competencies of their training turning students at the core of the didactic process Teaching strategies must be articulated from previous research and planning and designed sequentially to promote real and interesting learning scenarios and thereby achieve significant learning From this perspective of teaching learning strategies the reciprocal interaction between the student and the teacher becomes the focus of attention with a playful motivating interesting and rewarding approach for the learner The role of the teacher is conceived as fundamental in the teaching process to achieve the link between teaching learning and evaluation strategies For this reason multidisciplinary studies are welcome from all stages of the educational system with quantitative qualitative and mixed approaches and reviews promoting good teaching practices of reflection and innovation from these studies

**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

*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

**Student Empowerment in Higher Education. Reflecting on Teaching Practice and Learner Engagement** Anjoom A. Mukadam ,2020-05-04 Student Empowerment in Higher Education brings together the accumulated knowledge and experience of many accomplished teachers and students from higher education institutions around the world and has much to offer those who are engaged in higher education as students teachers or support staff The authors offer personal reflections in teaching learning mentoring assessment hands on activities course design and student identities in higher education across the globe supported by academic research and scholarship Readers are provided with a window into tried and tested empowering practices in varying contexts enabling them to see what works and what does not alongside the challenges and possibilities A distinctive feature of this book and its paramount strength is that it explores best practices in student empowerment whilst reflecting on matters of teaching and learning that are familiar to students and teachers alike and also explores practices in a variety of disciplines The intention of these volumes therefore is not only to inform readers about the diverse learning and teaching approaches of the authors but most importantly to facilitate processes of student empowerment and promote reflection on teaching and learning practices In recent decades higher education policy discourse has persistently implied that a university education is delivered to students under the impersonal banner of the student experience Not only does this commodify the diverse individual experiences of students into one marketable product it also creates false barriers and power dynamics between students and their teachers In Student Empowerment in Higher Education the students and lecturers who collaborated to write this important volume have literally blown such misleading notions out of the window I highly recommend each varied and autonomous chapter to learn what really inspires confidence and success in university students Professor Sarah Hayes Professor of Higher Education Policy University of Wolverhampton The two volumes of Student Empowerment in Higher Education offer the reader rich and varied examples and understandings of student empowerment from around the world The authors provide reflective accounts of learning and teaching from diverse perspectives and disciplines which focus on many different areas of practice in higher education It is this variety that will appeal to many readers as the source of ideas and inspiration for numerous possible routes to empowerment With many chapters co authored by students and staff the book models the collective responsibility students and staff have for enhancing student empowerment Dr Catherine Bovill Senior Lecturer in Student Engagement University of Edinburgh Fulbright Scholar Elon University North Carolina USA Visiting Fellow Knowledge Exchange University of Winchester

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