

touching eternity

the
enduring
outcomes
of teaching

tom barone

foreword by david c. berliner

Touching Eternity The Enduring Outcomes Of Teaching

Silvana di Gregorio, Judith Davidson



Touching Eternity The Enduring Outcomes Of Teaching:

Touching Eternity Tom Barone, 2001 touching eternity explores how teachers can make a long term impact on the lives of their students Written in an accessible narrative style this case study of one high school art teacher and his former students invites readers to engage in fundamental and essential issues in teaching as well as in educational research Rather than drawing conclusions this book is uniquely designed to raise questions about the consequences of teaching and learning An extraordinary accomplishment I know of no other book like it in the field of education Its pages reflect Dewey's observation that one of the greatest of educational fallacies is that the student learns only what he or she is being taught at the time This book breaks new ground Elliot W Eisner Lee Jacks Professor of Education and Professor of Art Stanford University The strength of this masterfully written book lies in its determinate inconclusiveness It leaves many questions hauntingly unanswered so that they continue to gnaw at the reader long after the book has been put down Barone skillfully encourages teachers to debate these questions and interrogate these themes touching eternity is a book that demands our attention Peter McLaren Graduate School of Education and Information Studies UCLA and author of Che Guevara Paulo Freire and the Pedagogy of Revolution Now more than ever we need a book that shows us the subtle but long term effects of a teacher who tells students Follow your heart Susan Ohanian author of Caught in the Middle Nonstandard Kids and a Killing Curriculum *International Handbook of Research in Arts Education* Liora Bresler, 2007-03-05 Providing a distillation of knowledge in the various disciplines of arts education dance drama music literature and poetry and visual arts this essential handbook synthesizes existing research literature reflects on the past and contributes to shaping the future of the respective and integrated disciplines of arts education While research can at times seem distant from practice the Handbook aims to maintain connection with the live practice of art and of education capturing the vibrancy and best thinking in the field of theory and practice The Handbook is organized into 13 sections each focusing on a major area or issue in arts education research The SAGE Encyclopedia of Qualitative Research Methods Lisa M. Given, 2008-08-19 Qualitative research is designed to explore the human elements of a given topic while specific qualitative methods examine how individuals see and experience the world Qualitative approaches are typically used to explore new phenomena and to capture individuals' thoughts feelings or interpretations of meaning and process Such methods are central to research conducted in education nursing sociology anthropology information studies and other disciplines in the humanities social sciences and health sciences Qualitative research projects are informed by a wide range of methodologies and theoretical frameworks The SAGE Encyclopedia of Qualitative Research Methods presents current and complete information as well as ready to use techniques facts and examples from the field of qualitative research in a very accessible style In taking an interdisciplinary approach these two volumes target a broad audience and fill a gap in the existing reference literature for a general guide to the core concepts that inform qualitative research practices The entries cover every major facet of qualitative methods including

access to research participants data coding research ethics the role of theory in qualitative research and much more all without overwhelming the informed reader Key Features Defines and explains core concepts describes the techniques involved in the implementation of qualitative methods and presents an overview of qualitative approaches to research Offers many entries that point to substantive debates among qualitative researchers regarding how concepts are labeled and the implications of such labels for how qualitative research is valued Guides readers through the complex landscape of the language of qualitative inquiry Includes contributors from various countries and disciplines that reflect a diverse spectrum of research approaches from more traditional positivist approaches through postmodern constructionist ones Presents some entries written in first person voice and others in third person voice to reflect the diversity of approaches that define qualitative work Key Themes Approaches and Methodologies Arts Based Research Ties to Computer Software Data Analysis Data Collection Data Types and Characteristics Dissemination History of Qualitative Research Participants Quantitative Research Ties to Research Ethics Rigor Textual Analysis Ties to Theoretical and Philosophical Frameworks The SAGE Encyclopedia of Qualitative Research Methods is designed to appeal to undergraduate and graduate students practitioners researchers consultants and consumers of information across the social sciences humanities and health sciences making it a welcome addition to any academic or public library Approaches to Qualitative Research Colleen Conway, 2020-03-02 In this new paperback collection of writing from The Oxford Handbook of Qualitative Research in American Music Education scholars examine the characteristics of qualitative research from historical philosophical and theoretical perspectives

Love, Justice, and Education William H. Schubert, 2010-01-01 Love Justice and Education by William H Schubert brings to life key ideas in the work of John Dewey and their relevance for the world today He does this by imagining continuation of a highly evocative article that Dewey published in the New York Times in 1933 Dewey wrote from the posture of having visited Utopia Schubert begins each of thirty short chapters with a phrase or sentence from Dewey s article in response to which a continuous flow of Utopians consider what is necessary for educational and social reform among Earthlings Schubert encourages the Utopians who have studied Earthling practices and literatures to recommend from their experience what Earthlings need for educational and social reform and how they can address obstacles to that reform The Utopians speak to myriad implications of Dewey s report by drawing upon a wide range of philosophical literary and educational ideas including many of Dewey s other writings Their central message is that loving relationships and empathic dedication to social justice are necessary for educational reform that responds wholeheartedly to learner needs and interests True to Dewey s original position such education must be built upon social reform that works to overcome acquisitive society based on greed the principal impediment to realizing human potential democratic society and educational relationships that enhance it To overcome the debilitating acquisitiveness that plagues Earth is the challenge for educators and all human beings who seek to involve the young in composing their lives and cultivating a world of integrity beauty justice love and

continuously evolving capacities of humanity Putting Theory into Practice in the Contemporary Classroom Becky McLaughlin, 2017-01-06 This collection of fourteen essays by scholars from Canada Europe the United Kingdom and the United States emerges from a growing interest in the ways postmodern theory can illuminate not just the products and ideas of high culture but also the ins and outs of everyday life Taking the university classroom broadly construed as a site of theoretical investigation this volume helps us to understand troublesome classroom dynamics as well as offering pedagogical strategies for dealing with them It also illuminates current pressures on higher education that find expression in the classroom As a forum for these issues these essays draw upon Deleuzian feminist Foucauldian and psychoanalytic approaches among others recognizing not only that these approaches are often in conflict but also that collectively they enhance our understanding of the classroom Important questions posed here include whether and if so how we can combine a Marxist or Foucauldian emphasis on the disciplinary and hegemonic practices of educational institutions with a Lacanian or Barthesian appreciation for the disruptive pleasures and drives that the unconscious produces within and through students teachers and classrooms Which theoretical and pedagogical innovations can help teachers and students to get the job done as well as to theorize the job to simultaneously practice education and imagine other forms and ends for education How can theory help us to historicize criticize and re draw the productive but sometimes disabling lines that make the classroom and its subjects A site for lively theoretical debate about these and related pedagogical issues this volume will prove useful for anyone wanting to reinterpret reinvent and reinvigorate the classroom **Quality of Teacher Education and Learning**

Xudong Zhu, A. Lin Goodwin, Huajun Zhang, 2017-05-03 This edited book is on the theory and practice of teacher education from the most distinguished and experienced scholars in the field around the world In this book they explored the most urgent and significant issues in teacher education in this globalized time The dealing of these issues can directly impact the quality of teacher education and education in general How to improve the quality of teacher education is a global issue that many countries no matter developed or developing face This book provides multiple perspectives to address the challenges and possibilities for improving teacher quality A point needs to further highlight in this book is that the researchers pay more attention to the inner landscape of teachers such as the issue of identity sense of person etc In this book the readers can learn the insights and multiple perspectives of the best scholars in teacher education **Teacher's Stories, Teacher's**

Lives Carola Conle, 2006 In this book we demonstrate a mode of teacher education that is practical in a non technical sense and relies on Dewey's notion of curriculum as the reconstruction of experience We present a curriculum that emerged through collaborative self reflection and seeks to reconstruct personal histories of schooling As four former preservice teachers and their instructor we engaged in jointly constructed autobiographical inquiry in order to generate data on our own past and on our current histories of teaching and learning We wanted to illuminate parts of our lives in schools that until now belonged to our normal and taken for granted past We did this in order to enjoy certain degrees of awareness and choice

as to which of our living stories to reinforce and which to let run out in our classrooms today *Narrative Constellations* Susanne Garvis, 2015-07-23 Narrative research in contemporary times can free social scientists from the rhetorical forms Emihovich 1995 that alienate children and families from their own traditions Through the use of narrative we are able to recognise the power of subjectivity in allowing open dialogue and co construction of meaning Becoming comfortable with narrative research also means accepting ideas that the world has no fixed rules for assigning behaviour Emihovich 1995 This means that open dialogue is required to build consensus around shared meaning and to ensure the inclusion of multiple voices The book begins with a theoretical overview of narrative genre before focusing on narrative constellations Three constellations are then shared with the reader The final chapter provides ideas about the future of narrative constellation in research and the impact constellations can have for future policy and practice It is hoped that the reader develops a better understanding of narrative ways and begins to see the potential of narrative constellations in the research genre Dr Susanne Garvis is a professor of child and youth studies at the University of Gothenburg Sweden She has previously worked in Australian universities and is an adjunct academic with Griffith University Australia Professor Garvis has experience with narrative approaches in early childhood education and care She has researched the lives of teachers families and children She is particularly interested in representations of lived experience and the power of stories in research The Art and Craft of Pedagogy Richard Hickman, 2011-09-22 Richard Hickman considers effective teaching across the curriculum examining the notion that successful teachers of art and design are amongst the best teachers of any subject with much to offer outside their discipline in terms of pedagogy The case study approach focuses on adolescent learning although much of what is considered is applicable to all ages and phases of education to consider the following questions What are the characteristics of successful art teaching How do individual life experiences inform art teachers teaching How in turn might others benefit from their pedagogical practices Using self portraiture autoethnography and autobiography Hickman draws together the varied experiences of a group of art teachers to explore a range of issues including identity learning environment and the nature of the teacher learner relationship which are discussed with clarity and imagination *The Moment of First Encounter: Processes used by teachers of adults* Helen Tyzack, 2017-05-31 The Moment of First Encounter presents the 2 Volume academic thesis completed for a Doctor of Philosophy degree as one publication This book focuses on the observations first impressions thinking and decision making of teachers during their moment of first encounter with a new class group of adult learners The study defined a First Moment System knowledge of which should assist with training those people who want to teach adult learners *Transforming the Curriculum Through the Arts* Robyn Gibson, Robyn Ewing, 2020-12-14 This textbook highlights the unique role that quality Arts processes and experiences can and should play across the curriculum to ensure that all learners creativities and imaginations flourish It provides much needed strategies units of work and practical resources in six arts disciplines visual arts literature drama music dance and media arts It is a

must read for those keen to develop research informed integrated arts rich learning and teaching strategies while also exploring each discipline Alongside the four Cs critical thinking communication collaboration and creativity the authors propose four additional Cs curiosity compassion connection and courage as much needed 21st century capabilities The book speaks to the current debates on STEAM vs STEM education and provides an important framework for preservice and experienced classroom teachers including arts specialists With Grit and a Big Heart Theodore G. Zervas,2022-05-06 What does it take to become a teacher today and how does one become a teacher With Grit and a Big Heart A Beginner s Guide to Teaching covers the ins and outs on becoming a teacher from receiving a teaching license working with students colleagues and parents and confronting some of the social and political issues that dominate American society today This book covers urban suburban and rural school settings and is intended for both teachers and anybody interested in the teaching profession

Narrative Inquiry in Early Childhood and Elementary School Stephanie Sisk-Hilton,Daniel R. Meier,2016-08-25 As top down educational reform policies at local and national levels increasingly isolate teachers from their own professional and instructional agency and stultify children s passion for learning new techniques are needed for understanding and transforming educational practices Narrative Inquiry in Early Childhood and Elementary School Learning to Teach Teaching Well facilitates meaningful change in early years education by providing early childhood and elementary school teachers with methods to incorporate narrative into their instruction and inquiry This book offers practical strategies for incorporating narrative tools and structures into the classroom and encouraging effective conceptual pedagogical and personal avenues for engaged teaching and learning across languages and cultures The book s chapters promote a lively discussion of central tenets of narrative inquiry and illustrative examples of teachers at work with narrative and inquiry for improving their practice and children s learning **Former Educators' Roles in Supporting Student Growth and Learning** West, Erin K.,2024-12-26 Former and retired educators continue to make meaningful contributions to student growth showcasing the enduring impact of teaching beyond the classroom Their dedication enriches communities by fostering mentorship advocacy and support for lifelong learning Highlighting their experiences offers valuable insights into how educators can remain active in promoting student success even after leaving formal teaching roles This commitment to education strengthens societal bonds and emphasizes the importance of lifelong engagement in nurturing the next generation Former Educators Roles in Supporting Student Growth and Learning delves into the narratives strategies and significance of former and retired educators who remain committed to nurturing student development and achievement long after leaving their formal teaching positions It shares their experiences and honors their dedication offering valuable insights and recommendations for former educators and community advocates who share a common dedication to supporting student success Covering topics such as educator empowerment mentorship and teaching effectiveness this book is an excellent resource for former and retired educators current educators and administrators community leaders educational researchers and scholars policymakers and

more Creative Selves / Creative Cultures Stacy Holman Jones, Marc Pruyn, 2017-11-29 This book addresses and demonstrates the importance of critical approaches to autoethnography particularly the commitment that such approaches make to theorizing the personal and to creating work that embodies a social justice ethos Arts based and practice led approaches to this work allow the explanatory power of critical theory to be linked with creative aesthetically engaging and personal examples of the ideas at work By making use of personal stories critical autoethnography also allows for commenting on critiquing and transforming damaging and unjust cultural beliefs and practices by questioning and problematizing the relationships of power that are bound up in these selves cultures and practices The essays in this volume provide readers with work that demonstrates how critical autoethnography offers researchers and scholars across multiple disciplines a method for creatively putting critical theory into action The book will be vital reading for students researchers and scholars working in the fields of education communication studies sociology and cultural anthropology and the performing arts

Sociocultural Influences and Teacher Education Programs Dennis M. McInerney, Shawn Van Etten, 2003-06-01 In this volume we describe exemplary programs in teacher education that attempt to address some of the issues alluded to above Our authors address theoretical perspectives on the importance of teacher education for improving educational outcomes the achievement gap between different groups and in particular the significant achievement gap between indigenous students and other minorities and mainstream groups and how this might be overcome by better trained teachers and how teachers learn to be effective teachers and are these skills of effective teaching broadly applicable across all educational environments

Qualitative Research Design For Software Users di Gregorio, Silvana, Davidson, Judith, 2009-01-01 This book is an essential guide for anyone using qualitative data analysis software QDAS particularly useful for those who want to go beyond a basic introduction to discover how to get the most out of software and how to identify the methodological issues they need to consider

The Oxford Handbook of Qualitative Research in American Music Education Colleen M. Conway, 2014 While qualitative research has become increasingly popular in music education over the last decade there is no source that explains the terms approaches and issues associated with this method In The Oxford Handbook of Qualitative Research in American Music Education editor Colleen Conway and the contributing music educators will provide that clarification as well as models of qualitative studies within various music education disciplines The handbook outlines the history of qualitative research in music education and explores the contemporary use of qualitative approaches in examining issues related to music teaching and learning It includes 32 chapters and is divided into five parts Part I defines qualitative research and examines historical philosophical and ethical issues associated with its use in music education Part II discusses ways of approaching qualitative research including case study ethnography phenomenology narrative inquiry practitioner inquiry and mixed methods Ways of collecting and analyzing data are examined in the third part of the text observations interviews document analysis music as data and technology Part IV

examines various music teaching and learning contexts that have been studied using qualitative approaches including early childhood general instrumental band instrumental string choral preservice and inservice teacher education adult and community settings student with exceptionalities underserved populations and world music The final section of the book tackles permission to conduct research teacher qualitative research publishing qualitative research and direction for the future An ambitious and much needed volume this handbook will stand as a key resource for drawing meaning from the experiences of students and teachers in music classrooms and communities

Currere from Apartheid to Inclusion

Shani Steyn, 2024-06-14 This volume demonstrates the instrumental use of Currere as a methodology to bring about Deracialisation through transformational learning by a white educator in Post Apartheid South Africa Offering an honest and vulnerable recognition of privilege and exclusivity it disrupts deep seated racial bias and assumptions unveils racial blind spots and confronts the discourse that South African white educators are overtly or covertly perpetuating systemic racism within schools Based on autoethnographic analyses of the author's lived educational experiences within the Apartheid regime it uses the theoretical concepts of Currere to initiate her journey towards Deracialisation and transform her current pedagogical practice In doing so the book demonstrates how critical self examination of underlying beliefs that lead to actions and how the past in this case being born raised and educated within the Apartheid era can influence one's teaching in ways that harm the educational development of culturally diverse learners Grappling with how autoethnographical experiences in a specific setting can inform current pedagogy and be used to bring about professional and personal transformation this book will be of interest to scholars postgraduate students and educational researchers with interests in curriculum theory race and education transformative learning Deracialisation and autoethnography

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