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# Teacher Development and the Struggle for Authenticity: Professional Growth and Restructuring in the Context of Change (Professional Development and)

Grimmett, Peter P.

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# Teacher Development And The Struggle For Authenticity

**Viljo Kohonen, Riitta Jaatinen, Pauli  
Kaikkonen, Jorma Lehtovaara**



## **Teacher Development And The Struggle For Authenticity:**

*Teacher Development and the Struggle for Authenticity* Peter Philip Grimmert, Jonathan Neufeld, 1994      **Authenticity in and through Teaching in Higher Education** Carolin Kreber, 2013-02-11 What does it mean to be authentic Why should it matter whether or not we become more authentic How might authenticity inform and enhance the social practice of the scholarship of university teaching and by implication the learning and development of students Authenticity in and through Teaching introduces three distinct perspectives on authenticity the existential the critical and the communitarian and shows what moving towards greater authenticity involves for teachers and students when viewed from each of these angles In developing the notion of the scholarship of teaching as an authentic practice this book draws on several complementary ideas from social philosophy to explore the nature of this practice and the conditions under which it might qualify as authentic Other concepts guiding the analysis include virtue being communicative action power critical reflection and transformation Authenticity in and through Teaching also introduces a vision of the scholarship of teaching whose ultimate aim it is to serve the important interests of students These important interests it is argued are the students own striving and development towards greater authenticity Both teachers and students are thus implicated in a process of transformative learning including objective and subjective reframing redefinition and reconstruction through critical reflection and critical self reflection on assumptions It is argued that in important ways this transformative process is intimately bound up with becoming more authentic Rather than being concerned principally with rendering research evidence of what works the scholarship of teaching emerges as a social practice that is equally concerned with the questions surrounding the value desirability and emancipatory potential of what we do in teaching The scholarship of teaching therefore also engages with the bigger questions of social justice and equality in and through higher education The book combines Carolin Kreber s previous research on authenticity with earlier work on the scholarship of teaching offering a provocative fresh and timely perspective on the scholarship of university teaching and professional learning      *Changing Times In Teacher Education* Marvin F. Wideen, Peter P. Grimmert, 2013-05-13 Pressures for reform in teacher education have begun to take on the same sense of urgency as school reform Those faculties of education who have been strong advocates for change in the schools now find themselves the subject of similar pressures from governmental policy makers Attempts at change have taken place in many different countries and jurisdictions around the world This book details through a series of international vignettes how teachers are responding to the changing times and social contexts in which they do their work The authors hold the view that changes are inevitable in teacher education but what is not clear is who will control the changes and whether the end result will actually improve the preparation of teachers The theme of the book is that the reform of teacher education should be informed by intelligent debate and that any attempt to restructure teacher preparation should result from a careful reconceptualisation of its purposes and processes      **Experiential Learning in Foreign Language Education** Viljo

Kohonen,Riitta Jaatinen,Pauli Kaikkonen,Jorma Lehtovaara,2014-06-11 The goal of foreign language teaching is expanding from communicative competence towards an intercultural action competence Essential in the new orientation is the shift towards a more balanced emphasis between the external factors in the learning environment and the personal capacity conceptions beliefs and assumptions inside the learner s mind As part of the changes assessment is seen as an important means of enhancing the elearning processes emphasising the role of refelctive self assessment The text explores and integrates the necessary knowledge base and practices in foreign language education in terms of the basic concepts of experiential learning intercultural learning autobiographical knowledge and teacher development together with the philosophical underpinnings of foreign language education      **Authentic Learning Environments in Higher Education**

Jan Herrington,2005-01-01 This book is made up of a collection of peer reviewed chapters that reflect the construct of authentic learning learning that is centred on rich real world immersive and engaging tasks Provided by publisher

Teacher Lore and Professional Development for School Reform Gretchen E. Schwarz,Joye Alberts,1998-07-23 The power of the stories of teachers and students in the classroom teacher lore is inspiring and is the starting place for real reform in education      **A Handbook for Authentic Learning in Higher Education** Andy Pitchford,David Owen,Ed

Stevens,2020-10-26 An accessible resource to develop authentic learning and teaching in higher education this book challenges conventional teaching practice and presents meaningful and impactful alternatives across disciplines that are research informed student centred and achievable Bringing together a wide range of contemporary examples this essential text shows how academics from an increasing range of disciplines and fields have shifted their attention away from the restrictions of campus based education Using engaging case study material underpinned by cutting edge research the text shares innovations from over 50 different institutions offers practical advice on how to facilitate authentic learning in real world contexts and examines the range of alternative assessment techniques available to the contemporary teacher A

Handbook for Authentic Learning in Higher Education is ideal reading for early career academics exploring approaches to learning established academics searching for practical guides to emergent pedagogies and all those responsible for leading teaching and learning practices within their department or institution      **Encyclopedia of Teacher Education** Michael A.

Peters,2022-08-26 This encyclopaedia is a dynamic and living reference that student teachers teacher educators researchers and professionals in the field of education with an accent on all aspects of teacher education including teaching practice initial teacher education teacher induction teacher development professional learning teacher education policies quality assurance professional knowledge standards and organisations teacher ethics and research on teacher education among other issues The Encyclopedia is an authoritative work by a collective of leading world scholars representing different cultures and traditions the global policy convergence and counter practices relating to the teacher education profession The accent will be equally on teaching practice and practitioner knowledge skills and understanding as well as current research

models and approaches to teacher education      *The Role of Reflection in Teachers' Professional Development* Amy Elizabeth Sharpe, 2006      **Progress in Education** ,2003      **Authenticity in Teaching** Patricia Cranton, 2006-10-06 Authenticity is one of those concepts like soul spirit or imagination that are easier to define in terms of what they are not than what they are We can fairly easily say that someone who lies to students or pretends to know or who deliberately dons a teaching persona is not authentic But do the opposite behaviors guarantee authentic teaching Not necessarily      *Action Research as a Living Practice* Terrance R. Carson, Dennis J. Sumara, 1997 This book aims to enlarge understandings of educational action research Drawing from complexity theory deep ecology Eastern philosophy hermeneutics phenomenology psychoanalysis postmodernism and literary theory the essays in this collection show how participation in educational action research practices requires more of the researcher than the application of research methods Each essay demonstrates how action research is a lived practice that asks the researcher to not only investigate the subject at hand but as well to provide some account of the way in which the investigation both shapes and is shaped by the investigator      *Understanding and Implementing Content-based Instruction* Laurent Cammarata, 2006      **Deliberative Professional Development Communities as Sites for Teacher Learning** Timothy A. Boerst, 2003      *A Cultural Analysis of Teacher Professional Development in a School-university Partnership* Samantha Scribner Bartholomew, 2006      **Teaching Professional Standards** Candance Lee Kokinakis, 1995      **Teachers Learning** Julie Shalhope Kalnin, 2000      **Dimensions of Professional Learning** Amanda Berry, 2007 The contributors to this volume explore challenges and dilemmas around professional learning that confront educators in Australia The book is organised around three dimensions of professional learning professionalism identity formation and communal sites of professional learning It addresses important questions In what ways do policies and practices mediate the construction of a professional among current and future educators How do communal spaces shape the professional learning of educators What are the tensions that emerge in the construction of professional identity through professional learning As a whole all chapters provide insight into the dynamic nature of professional becoming      *Alberta Journal of Educational Research* ,1998      [The Challenges of Teachers Education in the 21st Century in Nigeria](#) Auta Maisamari, A. B. C. Orji, 2007

## Unveiling the Magic of Words: A Report on "**Teacher Development And The Struggle For Authenticity**"

In some sort of defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is really awe-inspiring. Enter the realm of "**Teacher Development And The Struggle For Authenticity**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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