



Constructivist Teacher Education

Building a World of
New Understandings

Edited by Virginia Richardson



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Constructivist Teacher Education

Alan Pritchard, John Woollard



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Constructivist Teacher Education Virginia Richardson, 1997 First published in 1997 Routledge is an imprint of Taylor Francis an informa company

Reframing Teacher Education Julie D. Rainer, 2004-11-10 What is a constructivist teacher and what do they do This collection of essays will answer these questions as well as suggest specific ways to become or rejuvenate oneself using this approach Constructivist teachers walk the talk along seven dimensions learning and development authority and facilitation action and reflection autonomy and community process and content power and empowerment critical thinking and multiple perspectives While these behaviors may at first appear to be opposites the key is achieving balance among them Essays are organized around these themes and the conclusions support interdisciplinary content reflection and life long learning

Innovations in Teacher Education Clive Beck, Clare Kosnik, 2006-03-23 Presents key principles of teacher education and concrete examples from successful programs

Building Teachers: A Constructivist Approach to Introducing Education David Jerner Martin, Kimberly S. Loomis, 2013-06-25 Designed from the ground up with a constructivist framework BUILDING TEACHERS A CONSTRUCTIVIST APPROACH TO INTRODUCING EDUCATION 2nd Edition helps future teachers create their own understanding of education As the authors address the key topics generally covered in an introductory book they encourage readers to develop their own understandings by connecting their prior knowledge experiences and biases with new experiences to which they will be exposed during the course Highlights of the new edition include stronger standards integration and expanded material on diversity and technology By interacting with the materials presented rather than merely memorizing the book's content readers learn what teaching is all about in an exploratory inquiring constructivist based manner In turn they can help the children in their classrooms learn meaningfully Available with InfoTrac Student Collections <http://go.cengage.com/infotrac> Important Notice Media content referenced within the product description or the product text may not be available in the ebook version

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Constructivism Catherine Twomey Fosnot, 2013-09-18 This enduring bestseller remains the most comprehensive examination of constructivism and its relationship to teaching and learning Closing the gap between theory and practice well known scholars make constructivism

accessible by showing its application in everyday classrooms Building on the success of the first edition the authors have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines An ambitious revision of a now classic text Constructivism Theory Perspectives and Practice Second Edition is an invaluable resource for practicing teachers teacher educators and curriculum specialists in mathematics science social studies and language arts New for the Second Edition An updated theory section that adds further contemporary biological evidence to go beyond the theories of Piaget and Vygotsky offering a more contemporary framework for a psychological theory of learning New chapters reflecting the school based reforms that have been initiated since the writing of the first edition specifically addressing the changes in mathematics social studies and teacher education A new chapter on the emerging field of disability studies including a critique that unmask current practices and assumptions that better serve schools rather than students and their families Contributors Paul Cobb Susan Cowey Rheta DeVries Eleanor Duckworth Dewey I Dykstra Jr George Forman Catherine Twomey Fosnot Catherine A Franklin June S Gould Maxine Greene Candace Julyan Randall Stewart Perry D Kim Reid Deborah Schifter Jan Weatherly Valle Ernst von Glasersfeld Betty Zan Praise for the First Edition Provides the reader with many ways of connecting to the central ideas of constructivism highly readable Gifted Child Quarterly Shows how constructivist theory can inform classroom practices and provides teachers with a deeper understanding that gives substance to the rhetoric of school reform Journal of Curriculum Studies **Constructivist Teaching Strategies** Jessie C. Brown, Arlene Adams, 2001 **Constructivism** Catherine Twomey Fosnot, 2005 Building on the success of the first edition the author have completely updated this popular text and expanded its scope to include examples of constructivist teaching across all grade levels and disciplines Midwest *Building Teachers: Constructivist Approach to Introducing Education* David Martin, Kimberly Loomis, 2006-03-14 Designed from the ground up with a constructivist framework BUILDING TEACHERS helps future teachers create their own understanding of education As Martin and Loomis address the key topics generally covered in an introductory text they encourage students to develop their own understandings through connecting their prior knowledge experiences and biases with new experiences to which they will be exposed during the course By interacting with the materials presented rather than merely memorizing the text s content readers learn what teaching is all about in an exploratory inquiring constructivist based manner and in turn they can help the children in their classrooms learn meaningfully Important Notice Media content referenced within the product description or the product text may not be available in the ebook version *Teaching as Principled Practice* Linda R. Kroll, David M Donahue, Tomas Galguera, Vicki Kubler LaBoskey, Anna Ershler Richert, Philip L Tucher, Ruth Cossey, 2004-07-15 Click Additional Materials for downloadable samples Teacher candidates and practicing teachers will find inspiration and ideas for reflection throughout this text The principled practice demonstrated in each chapter sets the stage for examination of one s beliefs passions and values of teaching and learning The vignettes present realistic problems with

evidence that solutions are not simplistic but value laden and complex Elsa L Geskus Kutztown University Teaching as Principled Practice provides educators with a valuable frame for rethinking and reconfirming the commitment to students and society in a world of globalization and standardization Miriam Ben Peretz University of Haifa This book introduces prospective teachers to and reminds practicing teachers about key principles for guiding effective practice in urban settings Through helpful vignettes and readable text the authors clarify what these principles mean and how teachers can make these principles an embedded part of their work Diane Kyle University of Louisville This text provides much insight and variety of opinion regarding contemporary issues and educational practices in today s society The format is unique and encourages lively discussion in a university class setting Rebecca S Compton East Central University Teaching as Principled Practice Managing Complexity for Social Justice presents a practical vision for effective teacher development emphasizing social justice This vision is encompassed in a set of six principles that underlie the authors work with pre service teachers and is intended to guide one s practice in the classroom The text s primary focus is on children and youth who have been traditionally underserved by educational institutions in the United States It speaks directly to both pre service and experienced teachers in a way that addresses the challenges of urban education for teachers and children The work is guided by six principles Teaching is inherently moral work Teaching is an act of inquiry and reflection Learning is a developmental constructivist process The content of what we teach must be well understood by those who teach and those who learn Teaching is a collegial act Teaching is political Teaching as Principled Practice is an ideal text for courses throughout the education curriculum including introduction to education and curriculum and instruction It will also be an invaluable reference for in service teachers and administrators Key Features Chapters conclude with review questions to encourage reflection Includes real world examples of principled practice in teacher education and practice Promotes a thorough connection of theory and practice

Constructivist Teacher Education Maureen McGlynn,2001 *The Comprehensive Handbook of Constructivist Teaching* James Pelech,2010-02-01 While many people talk about the Constructivist philosophy there has not been a publication that provides a detailed description of what a Constructivist classroom sounds like and looks like This book fills that void by examining the philosophy translating it into teaching strategies and providing over forty examples These examples come from the elementary level up to and including the collegiate level and include all content areas These examples show how the Constructivist educator uses the linguistic mode the visual mode and the kinesthetic mode to create a class environment in which the Constructivist philosophy flourishes Examples of student work are provided the book also includes chapters on note taking Problem Based Learning PBL action research and other Constructivist resources Written in user friendly form this book presents a concrete and step by step approach for translating the Constructivist philosophy into classroom practice This book is intended for every Constructivist researcher practitioner and teacher educator The researcher and teacher educator will benefit from topics such as the history of Constructivist thought

the principles of Constructivism and action research This book is more than a list of recipes and this will be beneficial to the practitioner Starting with the principles of Constructivism and bridging to four basic teaching strategies the practitioner is guided on how to use different learning modes and meta strategies to create a true Constructivist practice An educator's life is made up of one's philosophy teaching principles daily strategies resources and research tools This book provides an in depth look from the Constructivist perspective at each one of these components In every sense of the word this book is truly comprehensive

Faith-Based Education That Constructs HeeKap Lee, 2010-08-09 Constructivism is everywhere It is a hot issue at this time in the field of philosophy education technology and religion However can constructivism be an alternative approach in faith based education While some conclude that Jesus knew learning was an active knowledge creating process and that he always encouraged his disciples to think deeply and go beyond the surface level others would find that constructivism undercuts faith based education because of its claims to relativity For example constructivists claim that meaning is imposed on the world by us rather than existing in the world independently from us Thus they proclaim that truth is relative to particular times places and people Christians hold that truth does exist absolutely So how can there be a way forward for faith based educators who see the good in the constructivist approach In *Faith Based Education that Constructs* readers will find a unique approach whereby constructivism may appropriately be applied to a faith based education setting Although disagreement can occur between constructivism and faith based education this book concludes that constructivist thought and Christian faith based education are in the end congruent and harmonious in significant ways Those faith based educators who continue to hold cautionary views of radical constructivist assertions against absolute truths need not disregard all other aspects of constructivism

Constructivist Teaching John A. Zahorik, 1995 This fastback examines the theory and practice of constructivist teaching and suggests how teachers can decide what form of constructivist teaching they might want to use Constructivist teaching theory is explored under the headings knowledge and humans According to constructivist theory knowledge is constructed by humans it is conjectural and fallible and it grows through exposure Humans have a built in aversion to disorder and have internal knowledge structures that guide perceptions understanding and action Five elements of one conception of constructivist teaching practice include activating prior knowledge acquiring knowledge understanding knowledge using knowledge and reflecting knowledge The four types of constructivist teaching that emerge from these five elements are application discovery extension and invention Examples of these types are given The next section focuses on beliefs and their importance in deciding about constructivist teaching and which forms to use In the last sections threats to implementation and the future of constructivist teaching are discussed Contains 14 references ND

Case Studies in Constructivist Leadership and Teaching Arthur S. Shapiro, 2003 These 27 actual case studies plus two quick hitting research chapters provide practical down to earth hands on strategies that teachers supervisors and administrators in all sorts of settings can use to improve their professional operation through the gradual use of

constructivist practices They point to the increased personal and professional satisfaction teachers experience and to students increased achievement and satisfaction that results when practitioners pull off constructivist processes Additionally these cases tell how to do it safely *Psychology for the Classroom: Constructivism and Social Learning* Alan Pritchard, John Woollard, 2013-05-13 Psychology for the Classroom Constructivism and Social Learning provides a lively introduction to the much debated topics of talk and group collaboration in classrooms and the development of interactive approaches to teaching The authors provide a background to research in constructivist and social learning theory offering a broad and practical analysis which focuses on contemporary issues and strategies including the use of e learning and multimedia Throughout the book theory is linked with its practical implications for everyday teaching and learning and chapters incorporate the history of constructivist and social learning theory and key thinkers pedagogical implications practical strategies for the classroom constructivist theory and e learning Case studies and vignettes demonstrating best practice are used throughout the text illustrating how monitored collaboration between learners can result in an effective learning environment where targets are met Essential reading for practising teachers and students this book is a valuable guide for those looking to provide effective teaching and learning within a constructivist framework **New Teacher Education for the Future** Yin Cheong Cheng, King Wai Chow, Kwok Tung Tsui, 2001-06-30 Serves to provide readers with an international understanding of how researchers and practitioners in different countries address some essential issues and initiatives in teacher education and development what they have found from their known and applied research and what the implications are of which are crucial to coping with challenges from the ongoing developments in teacher education **Constructivism and Education** Marie Laroche, Nadine Bednarz, James W. Garrison, 1998-08-13 An international collection dealing with the constructivist approach to education *Teacher Development* Beverley Bell, John K. Gilbert, 1996 Based on the findings of a three year research project carried out in New Zealand this text proposes a model of teacher development as social personal and professional development The factors that helped teacher development are discussed as is a view of learning to underpin teacher development **Self-study and Inquiry Into Practice** Linda Kroll, 2012 There are new pressures and familiar pressures on teacher educators to prepare teachers who will be able to teach successfully in a changing world and who will be able to change the world The question of how to prepare well qualified teachers has become an international question with global responses and consequences This book describes a stance and pedagogy for helping young teachers to be successful in the most challenging of circumstances Self study and Inquiry into Practice describes how inquiry can contribute to effective teaching in urban settings The use of inquiry and self study as a way of thinking about understanding and developing one's practice and one's teaching supports teachers continued inspiration and resilience enabling them to teach all children effectively in the face of very challenging circumstances Using rich examples and case studies of how pre service teachers and beginning teachers have used inquiry to learn from demanding urban placements Kroll shows the importance of

using inquiry and self study in learning to teach and also in continuing to learn as one teaches Inquiry is a useful way to understand what students understand and what they learn from our teaching self study reminds us of the power and responsibility we have to ensure that all our students achieve their highest potential This book aims to help teachers and teacher educators overcome the wash out effect of teacher education when teaching in challenging circumstances learn to ask questions and to pose questions to themselves learn to think about difficult theory in a way that will be useful to them in the moment make inquiry stance a habit of mind be empowered as experts in investigating and improving their own practice Being a successful teacher in urban schools takes a special kind of person one who has been thoroughly prepared and one who pays close attention to the learners she or he is teaching This book will be useful for both practicing teachers and teacher educators as they work together to craft excellent teacher education and teaching for all students adult and child It provides theoretical and practical ideas about how inquiry and self study can promote lifelong learning and resilience in the practice of one of the most challenging but rewarding professions

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