

From  
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to  
Software

The Teacher  
as Text  
and the Text  
as Teacher

Edited by Philip W. Jackson and Sophie Haroutunian-Gordon

# From Socrates To Software The Teacher As Text And The Text As Teacher

**Lianghuo Fan**



## **From Socrates To Software The Teacher As Text And The Text As Teacher:**

From Socrates to Software Philip Wesley Jackson, Sophie Hartoutunian-Gordon, 1989      From Socrates to Software Philip Wesley Jackson, Sophie Haroutunian-Gordon, 1989      **From Socrates to Software** National Society for the Study of Education (Estats Units d'Amèrica), 1989      **From Socrates to Software** Philip W. Jackson, Sophie Haroutunian-Gordon, 1989-05-17      *From Socrates to software: the teacher as text and the text as teacher : eighty-ninth yearbook of the National Society for the Study of Education* Philip W. Jackson, 1989      "You Gotta BE the Book" Jeffrey D. Wilhelm, 2016-08-31 This award winning book continues to resonate with teachers and inspire their teaching because it focuses on the joy of reading and how it can engage and even transform readers In a time of next generation standards that emphasize higher order strategies text complexity and the reading of nonfiction *You Gotta BE the Book* continues to help teachers meet new challenges including those of increasing cultural diversity At the core of Wilhelm s foundational text is an in depth account of what highly motivated adolescent readers actually do when they read and how to help struggling readers take on those same stances and strategies His work offers a robust model teachers can use to prepare students for the demands of disciplinary understanding and for literacy in the real world The Third Edition includes new commentaries and tips for using visual techniques drama and action strategies think aloud protocols and symbolic story representation reading manipulatives Book Features A data driven theory of literature and literary reading as engagement A case for undertaking teacher research with students An approach for using drama and visual art to support readers comprehension Guidance for assisting students in the use of higher order strategies of reading and writing as required by next generation standards like the Common Core Classroom interventions to help all students especially reluctant ones become successful readers Online resources including inquiry unit templates tools for teaching with drama and tips for using visual techniques      **From Socrates to Software** Philip Wesley Jackson, Sophie Hartoutunian-Gordon, Kenneth J. Rehage, 1989      **From Socrates to Software** National Society for the Study of Education, 1989 The Eighty Eighth Yearbook of the National Society for the Study of Education Part I      **English Language Teaching Textbooks** N. Harwood, 2013-11-29 English language teaching textbooks or coursebooks play a central role in the life of a classroom This edited volume contains research informed chapters focusing on analysis of textbook content how textbooks are used in the classroom and textbook writers accounts of the materials writing design and publishing process      *The School Textbook* William E. Marsden, 2013-01-11 A study of the school textbook grounded in historical and comparative perspectives The approach is broadly chronological revealing changes in the theory and practice of textbook production and use The book focuses largely on three associated subjects geography history and social studies      Gender Identity and Discourse Analysis Lia Litosseliti, Jane Sunderland, 2002-05-31 Gender and discourse interface in many more epistemological sites than can be represented in one collection Gender Identity and Discourse Analysis therefore focuses on a principled diversity of key sites within four broad areas the media sexuality

education and parenthood The different chapters together illustrate how taking a discourse perspective facilitates understanding of the complex and subtle ways in which gender is represented constructed and contested through language The book engages critically with long running and on going debates but also reflects and develops current understandings of gender identity and discourse particularly the shift from gender differences to the discursive shaping of gender Gender Identity and Discourse Analysis thus offers not only insights and methodologies of new empirical studies but also careful theorisations in particular of discourse text identity and gender The collection is a valuable resource for researchers postgraduates and advanced undergraduates working in the area of gender and discourse

Investigating The Pedagogy Of Mathematics: How Do Teachers Develop Their Knowledge? Lianghuo Fan, 2014-07-31 The book introduces a background to the phenomena so blatantly disregarded in the reform movements on mathematics education the consideration of what is knowledge I find chapter 3 a very important contribution and one which should be recommended to all teacher educators A great contribution to the mathematics teacher education scholarship Teaching Innovations This book responds to the growing interest in the scholarship of mathematics teaching over the last 20 years the importance of teachers knowledge for effective teaching has been internationally recognised For many mathematics teachers the critical link between practice and knowledge is implied rather than explicitly understood or expressed This means it can be difficult to assess and thus develop teachers professional knowledge The present book is based on two studies investigating exactly how teachers developed their pedagogical knowledge in mathematics from different sources It describes The findings in this book have significant implications for teachers teacher educators school administrators and educational researchers as well as policy makers and school practitioners worldwide

*What English Language Teachers Need to Know II* Denise E. Murray, 2010 Designed for pre service teachers and teachers new to the field of ELT Volume II and its companion are companion textbook Volume I are volumes organized around the key question What do teachers need to know and be able to do in order for their students to learn English Volume I covers the characteristics of the context in which teachers work how English works and how it is learned and the teacher s role in the larger professional sphere of English language education Volume II covers the three main facets of teaching pla

**Teacher Knowledge and Practice in Middle Grades Mathematics**, 2008-01-01 This book presents a coherent collection of research studies on teacher knowledge and its relation to instruction and learning in middle grades mathematics The authors provide comprehensive literature reviews on specific components of mathematics knowledge for teaching that have been found to be important for effective instruction Based on the analysis of video data collected over a six year project the chapters present new and accessible research on the learning of fractions early concepts of algebra and basic statistics and probability The three sections of the book contain chapters that address research on the development of mathematics knowledge for teaching at the undergraduate level instructional practices of middle grades teachers and the implications of teacher knowledge of mathematics for student learning The chapters are written by

members of a research team led by the Editor that has been working for the past six years to develop practical and useful theories and findings on variables that affect teaching and learning of middle grades mathematics Mathematics knowledge for teaching is a topic of great current interest This book is a valuable resource for mathematics education researchers graduate students and teacher educators In addition professional developers and school district supervisor and curriculum leaders will find the concrete examples of effective teaching strategies useful for teacher workshops

**The Good Life of Teaching** Chris Higgins, 2011-10-17 The Good Life of Teaching extends the recent revival of virtue ethics to professional ethics and the philosophy of teaching It connects long standing philosophical questions about work and human growth to questions about teacher motivation identity and development Makes a significant contribution to the philosophy of teaching and also offers new insights into virtue theory and professional ethics Offers fresh and detailed readings of major figures in ethics including Alasdair MacIntyre Charles Taylor and Bernard Williams and the practical philosophies of Hannah Arendt John Dewey and Hans Georg Gadamer Provides illustrations to assist the reader in visualizing major points and integrates sources such as film literature and teaching memoirs to exemplify arguments in an engaging and accessible way Presents a compelling vision of teaching as a reflective practice showing how this requires us to prepare teachers differently

**Raise Your Voices** Thomas M. McCann, Andrew Bouque, Dawn Forde, Elizabeth A. Kahn, Carolyn C. Walter, 2018-11-06 In a collection of chapters from high school teachers and university researchers Raise Your Voices offers English language arts teachers one stop shopping to learn how to foster dialogic classrooms and how to prompt sustain connect and assess classroom discussions especially discussions about issues that adolescents find consequential The chapters explore both the basics for facilitating discussion to support literacy learning and the principles for assessing the progress and effect of discussion and for including all students in lively dialogue Taken together the entries in this book envision the English language arts classroom as a supportive environment for authentic inquiry and for the genuine democratic processes involved in grappling together with tough perennial and contemporary issues

**Turning the Soul** Sophie Haroutunian-Gordon, 1991-04-21 Is our nation's educational system faltering in part because it strives to teach students predetermined right answers to questions In Turning the Soul Sophie Haroutunian Gordon offers an alternative to methods advocated by conventional educational practice By guiding the reader back and forth between two high school classes discussing Shakespeare's Romeo and Juliet she gracefully introduces the alternative approach to education interpretive discussion One class located in a private racially integrated urban school has had many conversations about the meaning of books The second group less advantaged students in a largely black urban school has not The reader watches as students in each group begin to draw upon experiences in their personal lives to speculate about events in the play The students assist one another with the interpretation of complex passages pose queries that help sustain the conversation and struggle to get Shakespeare right Though the teachers suffer moments of intense frustration they are rewarded by seeing their students

learn to engage in meaningful exchange Because Turning the Soul draws on actual classroom conversations it presents the range of difficulties that one encounters in interpretive discussion The book describes the assumptions about learning that the use of such discussion in the classroom presupposes and it offers a theoretical perspective from which to view the changes in both students and teachers

**Transcendent Teacher Learner Relationships** Hunter O'Hara, 2020-10-12 Now more than ever high quality relationships between teachers and learners are critical to deep meaningful learning and to the learner's long term success Transcendent Teacher Learner Relationships The Way of the Shamanic Teacher Second Edition explores the nature of the transcendent teacher learner relationship and precisely how such relationships of warmth safety mutual care mutual respect and mutual trust are developed and maintained Personal narratives from the classroom frontlines as well as the analysis contained herein provide a fresh outlook a roadmap that leads to the most transformative relationships imaginable for teachers and learners

Beyond Training Jack C. Richards, 1998-02-13 Beyond Training examines the nature of second language teacher development and how teachers practices are influenced by their beliefs and principles It seeks to move discussion of language teacher development beyond the level of training which reflects a technical view of specific teaching practices Instead it takes a more holistic approach to teacher development built on the notion of the teacher as critical and reflective thinker The argument pursued throughout is that teacher education needs to engage teachers not merely in the mastery of techniques but in an exploration of the knowledge beliefs and attitudes that underly their teaching practices

Better Than Best Practice Adam Lefstein, Julia Snell, 2013-11-12 This is a brand new multi media resource to support new and experienced primary school teachers develop skills of critical reflection in order to improve teaching and learning An integrated DVD and textbook present a range of innovative case studies comprising video clips of real teachers in the classroom together with context and narrative step by step guidance through key issues and commentary and debate from experts and professionals in the field WorldCat

## **From Socrates To Software The Teacher As Text And The Text As Teacher** Book Review: Unveiling the Power of Words

In some sort of driven by information and connectivity, the power of words has are more evident than ever. They have the capability to inspire, provoke, and ignite change. Such is the essence of the book **From Socrates To Software The Teacher As Text And The Text As Teacher**, a literary masterpiece that delves deep into the significance of words and their affect our lives. Written by a renowned author, this captivating work takes readers on a transformative journey, unraveling the secrets and potential behind every word. In this review, we shall explore the book is key themes, examine its writing style, and analyze its overall effect on readers.

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