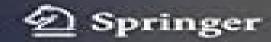
Christine Angela Eastman

Improving
Workplace
Learning by
Teaching
Literature
Towards Wisdom



Improving Workplace Learning By Teaching Literature Towards Wisdom Springerbriefs In Education

Janet P. Hafler

Improving Workplace Learning By Teaching Literature Towards Wisdom Springerbriefs In Education:

Improving Workplace Learning by Teaching Literature Christine Angela Eastman, 2016-04-19 This book investigates the integration of literary writing into work based or business writing It proposes ways of how to help people with considerable work experience use literature to engage with the problems they face in their work Many people like to read for pleasure but their skills in reading could always be improved This book makes an original contribution to the fields of education work based learning and business by encouraging students to explore history memoir fiction and non fiction to model their own writing and widen their knowledge beyond the work place and their customary reading Inside are onsite experiments with fiction and non fiction prose that show how people in the workplace respond and grow from contact with significant literature and culture that relates broadly to their work As a Coaching Master's student observes I have not been a prolific reader It has been a weakness and a gap I have probably read more in the last year during the project course than I have read in the past twenty years So that says something My ability to attend to what in a book has weight or relevance has markedly improved In the past I banked largely on my opinions because not being a prolific reader I had to It can be incredibly empowering to see that there are so many assets outside of my own mind When something comes up now I tend to weigh it I am more specific about how I use words A Phenomenological Inquiry into Science Teachers' Case Method Learning Sye Foong Yee, 2018-10-04 This book illustrates a practical application of the Case Method as a teaching technique in teacher education and examines how learning takes place in a teacher professional development activity. It also describes teachers lived experience of the activity based on Clark Moustakas 1994 guidelines for organizing and presenting a phenomenological study Teaching Living Legends Chee-Hoo Lum, Siew Ling Chua, 2016-06-30 This book traces the research on the design implementation and outcomes of a professional development program for in service primary and secondary school teachers aimed at enhancing their understanding of living music traditions in Singapore and how these could be taught in the 21st century music classroom It proposes a professional development framework comprising the areas of Pedagogy Practice and Perspective to guide professional development design The book also aims to promote further discussions on adult learning and teaching about teaching especially with regard to developing self efficacy to handle different music traditions in a 21st century multi ethnic society like Singapore **School-University Partnerships in English Language Teacher Education** Cheri Chan, 2016-05-23 This book addresses the complex issues that arise in school university collaborative action research projects Employing sociocultural perspectives on examining professional practices of in service teachers it examines the complexities of negotiating beliefs identities and interpersonal relations when educators from two different institutional cultures collaborate Specifically the book explores issues such as the discourses that are operative in school university collaboration for English language teacher education the way in which beliefs interpersonal relations and identities are negotiated in school university partnership what tensions and complexities operate in

collaborative action research discourse in an educational context and how school university collaboration can be achieved The book adopts a critical perspective and provides arguments from a non Western sociocultural perspective Health and Higher Education in Australia Abraham P. Francis, Margaret Anne Carter, 2022-03-12 This book addresses a broad range of issues related to mental health in higher education in Australia with specific reference to student and staff well being It examines the challenges of creating and sustaining more resilient cultures within higher education and the community Showcasing some of Australia s unique experiences the authors present a multidisciplinary perspective of mental health supports and services relevant to the higher education landscape This book examines the different ways Australian higher education institutions responded are responding to the COVID 19 pandemic with reference to domestic and international students Through the exploration of practice and research the authors add to the rich discourses on well being in the higher education Inclusivity and Indigeneity in Education for Sustainable Development Behera, Santosh Kumar, Ibrahim, Atyaf Hasan, Romdhani, Faten, 2024-06-03 A major issue globally revolves around the urgent need to reshape our education system aligning it with the ambitious Sustainable Development Goals SDGs set to transform the world by 2030 These goals comprising 17 distinct objectives and 169 targets form an ambitious agenda that seeks to recalibrate the global landscape across social economic and environmental dimensions Inclusivity and Indigeneity in Education for Sustainable Development stands as a catalyst for fostering dialogue on the interconnected realms of education indigeneity and sustainable development It explores the relationships between these pillars and offers a comprehensive understanding of their transformative potential The book emphasizes the essence of inclusivity echoing the No one left behind SDG agenda which goes beyond mere academic discourse to foster fairness and justice Additionally it delves into the invaluable resource of indigenous knowledge transmitted orally across generations and its profound connection to sustainable development By advocating for a shift in education the book calls for an approach that ensures no one is left behind in the teaching and learning process This paradigm shift is envisioned as a broad civilizational project connecting with marginalized communities and tapping into their distinct cultural resources for crafting resilient and sustainable strategies **Safety and Reliability** - Safe Societies in a Changing World Stein Haugen, Anne Barros, Coen Gulijk, Trond Kongsvik, Jan Erik Vinnem, 2018-06-15 Safety and Reliability Safe Societies in a Changing World collects the papers presented at the 28th European Safety and Reliability Conference ESREL 2018 in Trondheim Norway June 17 21 2018 The contributions cover a wide range of methodologies and application areas for safety and reliability that contribute to safe societies in a changing world These methodologies and applications include foundations of risk and reliability assessment and management mathematical methods in reliability and safety risk assessment risk management system reliability uncertainty analysis digitalization and big data prognostics and system health management occupational safety accident and incident modeling maintenance modeling and applications simulation for safety and reliability analysis dynamic risk and barrier management organizational

factors and safety culture human factors and human reliability resilience engineering structural reliability natural hazards security economic analysis in risk management Safety and Reliability Safe Societies in a Changing World will be invaluable to academics and professionals working in a wide range of industrial and governmental sectors offshore oil and gas nuclear engineering aeronautics and aerospace marine transport and engineering railways road transport automotive engineering civil engineering critical infrastructures electrical and electronic engineering energy production and distribution environmental engineering information technology and telecommunications insurance and finance manufacturing marine transport mechanical engineering security and protection and policy making **Extraordinary Learning in the** Workplace Janet P. Hafler, 2011-01-04 The contributing authors of this multidisciplinary text agree that workplace learning truly is extraordinary when it is marked by structural congruence and a positive synergy among the intended and formal preparation of professionals that tacit learning occurs within the hidden curriculum and that the subsequent demands both formal and tacit are embedded in subsequent workplace settings Thus for this text these authors explore research and practice literature related to curriculum instruction and assessment of professionals learning in the workplace and the implications for best practices But what makes this book truly unique is that the authors examine that literature in the context of four professions education nursing medicine and clergy at the point of those professions wherein students are learning during the degree program stages of their education Extraordinary Learning in the Workplace is broken into four main sections Part I explores curriculum both formal and hidden Part II focuses on conceptions and theories of learning and instruction and is intended to inform the work of educators with regard to components of professional education that occur in the practice settings of the workplace Part III covers assessment using medicine as its example to argue that assessment has remained largely unchanged for years thus making the multiple choice questions tests introduced in the 1950s the de facto gold standard for quality assessment And Part IV focuses on the training of the instructors visiting the three key themes of relationships activities or tasks and work practices The SAGE Handbook of Workplace Learning Margaret Malloch, 2010-10-04 This handbook provides an overview of workplace learning from a global perspective Work-Based **Learning** Joseph A. Raelin, 2008-02-13 Work based learning is Joe Raelin's unique way of incorporating a number of action strategies such as action learning action science and communities of practice into a comprehensive framework to help people learn collectively with others In this thoroughly updated and revised edition he demonstrates how to engage our reflective powers to challenge those taken for granted assumptions that unwittingly hold us back from questioning standard ways of operating A well known popular author Joe is an avid student of the many traditions that support work based learning so he presents an inclusive model that has wide appeal across disciplines and occupations He provides readers with the most recent updates in the field such as his coverage of virtual team learning portfolios multisource feedback critical and global action learning and changes in educational policy Whether you re an organizational or college educator this book will help

you make learning accessible to everyone and even contagious within your organization **Supporting Workplace Learning** Rob F. Poell, Marianne van Woerkom, 2011-01-19 During the 1990s the workplace was rediscovered as a rich source of learning The issue of workplace learning has since received increasing attention from academics and practitioners alike but is still under researched empirically. This book brings together a range of state of the art research papers addressing interventions to support learning in the workplace The authors are experienced international scholars who have an interest in making HRD and workplace learning practices more evidence based through practical relevant research Although workplace learning is largely an autonomous process many organizations want to manage it as part of their broader HRD strategy There are limits however to the extent to which the complex dynamics of learning in the workplace can be guided in pre determined desirable directions This tension between the possible strengths of workplace learning and the limits of managing it is at the heart of this volume The book is broken into three sections The first section deals with workplace learning interventions including HRD practitioners strategies training and development activities and e learning programs The second section investigates the impact of social support or lack thereof in workplace learning such as mentoring coaching and socialization practices. The third section addresses collective learning in the workplace looking at teams knowledge productivity and collaborative capability building Knowledge Management for School Education Eric C. K. Cheng, 2014-10-15 This book introduces the application of knowledge management KM theories practices and tools in school organization for sustainable development Schools in Asia Pacific have long faced a variety of challenges in terms of sustainable development under the education reforms and curriculum reforms to meet the demands of a knowledge society Schools are inevitably expected to develop human capital for the knowledge society within the competitive global economy and to interact with its policy environment and know how to leverage pedagogical knowledge The high speed of expansion change and expansion of knowledge have dramatically influence the development of flexibility of teacher and school works The nature of teacher work becomes increasingly less routine more analytical and disruptive yet often come with a sense of urgency and need to be more collaborative Teachers not only require data and information but also knowledge and experience of individual they also need to collaborative task execution decision making and problem solving Helping school leaders and teachers to manage their knowledge and become know how to cope with the change is important Educating Students to Improve the World Fernando M. Reimers, 2020-04-07 This open access book addresses how to help students find purpose in a rapidly changing world In a probing and visionary analysis of the field of global education Fernando Reimers explains how to lead the transformation of schools and school systems in order to more effectively prepare students to address today s most urgent challenges and to invent a better future Offering a comprehensive and multidimensional framework for designing and implementing a global education program that combines cultural psychological professional institutional and political perspectives the book integrates an extensive body of empirical literature on the practice of global

education It discusses several global citizenship curricula that have been adopted by schools and school networks and ties them into an approach to lead school change into the uncharted territory of the future Given its scope the book will help teachers school and district leaders tackle the change management needed in order to introduce global education and more generally increase the relevancy of education In addition the book offers a bridge for more productive collaboration and communication between those who lead the process of educational change and those who study and theorize this important work At a time when the urgency of our shared global challenges calls for more understanding and collaboration and when the rapid transformation of societies requires that we help students develop a clear sense of relevancy and purpose this book offers a way to pursue deep and sustainable change in instruction and school culture so that students learn that nothing human is foreign and that they can find meaning in lives aligned with audacious purposes to make the world better

Improving Workplace Learning Karen Evans, Phil Hodkinson, Helen Rainbird, Lorna Unwin, 2007-01-24 Authoritative accessible and appealing this book presents key findings on work based learning bringing together conclusions and investigating a variety of workplace contexts to show how such learning can be improved Learning, Work and **Practice: New Understandings** Paul Gibbs, 2012-08-14 This book s original contribution to a crowded literature on work and learning will attract strong international interest Its focus on the philosophy of learning at work brings a fresh perspective on a topic normally viewed through psychological anthropological and sociological eyes It assembles a host of internationally recognized scholars who reflect on the various philosophies of work based learning Full of distinctive and original contributions that provide perceptive insights into the subject the work will be a practical support to teachers trainers and researchers at the same time as it gives readers a clear philosophical grounding in learning at work It is however not simply a book about philosophy but a gazetteer of approaches to education in work that will sustain and inspire those who provide engage in and support the learning of new knowledge and skills in the workplace With adaptability to new employment opportunities so vital to existing workers the authors stand behind continued provision of work based learning in the face of tightening economic constraints Workplace Learning Karen Vaughan, 2008 Work, Subjectivity and **Learning** Stephen Billett, Tara Fenwick, Margaret Somerville, 2007-06-03 In recent year efforts to understand learning for and throughout working life have moved away from a focus on workplace training to concerns about learning as a component and outcome of engaging in work and work related activities and interactions This shift acknowledges a broader set of workplace factors that shape workers learning and development Yet equally it acknowledges that this learning through engagement is also necessarily shaped by the diverse ways that individuals elect to engage or participate in workplace activities Central here is the issue of individuals subjectivity and how this is shaped by but shapes engagement in work and therefore what learning flows from their participation It is in considering the relations among subjectivity learning and work that it is possible to advance both the conceptual and procedural bases for understanding learning through and for working

life Moreover the focus on relations among subjectivity work and learning represents a point of convergence for diverse disciplinary traditions and practices that are provided by the book s contributors In this way the contributions represent something of the emerging perspectives that are elaborating the complex relations among subjectivity work and learning and circumstances in which they are played out Digitally Enabling 'Learning by Doing' in Vocational Education Selena Chan, 2021-07-01 This book introduces rationalizes and describes some ways to circumvent the challenges of providing hands on learning when programmes with practice based focuses have to be offered via distance learning It presents a framework to help deconstruct the many aspects of learning to become a professional or practitioner Then it demarcates the skills knowledge and attributes towards ensuring learners are prepared for the exigencies of the future of work The book details the types of pedagogical approaches including project inquiry problem based learning which help assist learners to learn both the competencies and capabilities required It introduces technology enhanced learning TEL platforms and tools supporting education 4 0 and presents a series of contemporary research studies on the integration of TEL which are augmented and updated to allow for the challenges of provisioning opportunities for learning by doing through distance learning Finally the book proposes recommendations to help ensure that institutions are better prepared for the sustainable shift to distance learning Towards Integration of Work and Learning Marja-Leena Stenström, Päivi Tynjälä, 2008-10-08 Marja Leena Stenstrom and Pai vi Tynjal a Changing Working Life as a Challenge to Education Recentmacro leveltrends suchaseconomicglobalisation the development of the formation society changesinmethodsofproduction and the growing signicance of knowledge as a factor of production have created a new context for the relationship between education and working life In this new context the use of work experience as an educational and learning strategy has become one ofthemostimportant developments both invocational education and training VET and in higher education Although the tradition of making work an integral part of education has varied at different levels of the educational system the challenges that systems of education currently face are very similar in many respects These include the challenge of equivalence as regards the level of a cademic standards the challenge ofdevelopingpedagogical practices for different forms of work related learning and the impact that work related learning has on the identity of the educational orga sation the teacher and the learner The diversity of the systems through which work experience is realised the varying levels of training of workplace trainers and the lack of industrial experience of vocational school teachers have aroused discussion abouthowtoguaranteeandassessthequalityofthelearningtakingplaceindifferent workplaces and of the work based learning system as a whole See e g Boud Grif ths Guile Grif ths 2001 The key pedagogical question regarding collaboration between education and work is how to build a rm connection between theory and practice or abstract thinking and practical action and between the development of general skills and speci cvocational skills

Teaching and Learning English Literature Ellie Chambers, Marshall Gregory, 2006-03-14 It is scarcely possible to imagine a truly educated person who cannot read well Yet it is not clear how or even if courses in literature actually work How can teachers of English help students in their developmental journey toward becoming skillful readers and educated persons This is the complex question that Chambers and Gregory address in Teaching and Learning English Literature The authors consider practical matters such as course design and student assessment but do not shirk larger historical and theoretical issues In a lucid and non polemical fashion and occasionally with welcome humor Chambers and Gregory describe the what why and how of doing literature often demonstrating the techniques they advocate Veteran teachers will find the book rejuvenating a stimulus to examining purposes and methods beginning teachers may well find it indispensable Professor William Monroe University of Houston The transatlantic cooperation of Ellie Chambers and Marshall Gregory has produced an outstanding book that ought to be on the shelves of anyone involved in the teaching of English Literature as well as anyone engaged in the scholarship of teaching and learning in general or in any discipline As they say the teaching of English Literature plays a central role in human beings search for meaning although others in other disciplines may make this claim for theirs too If so they will still learn a great deal from this book anyone looking for no more than a means of satisfying the demands of governments that look for simplistic quality measures and economic relevance let them look elsewhere This is a book for now and for all times Professor Lewis Elton Visiting Professor University of Manchester Honorary Professor University College London This is the third in the series Teaching and Learning the Humanities in Higher Education The book is for beginning and experienced teachers of literature in higher education. The authors present a comprehensive overview of teaching English literature from setting teaching goals and syllabus planning through to a range of student assessment strategies and methods of course or teacher evaluation and improvement Particular attention is paid to different teaching methods from the traditional classroom to newer collaborative work distance education and uses of electronic technologies All this is set in the context of present day circumstances and agendas to help academics and those in training become more informed and better teachers of their subject The book includes how literature as a discipline is currently understood and constituted what it means to study and learn the subject what good teaching is with fewer resources for teaching larger student numbers an emphasis on user pay principles and vocationalism This is an essential text for teachers of English Literature in universities and colleges worldwide The Teaching Learning in the Humanities series edited by Ellie Chambers and Jan Parker is for beginning and experienced lecturers It deals with all aspects of teaching individual arts and humanities subjects in higher education Experienced teachers offer authoritative suggestions on how to become critically reflective about discipline specific practices

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