

Knowledge and Virtue in Teaching and Learning

The Primacy of Dispositions

Hugh Sockett



Knowledge And Virtue In Teaching And Learning The Primacy Of Dispositions

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Bennison, Kym Fry**

Knowledge And Virtue In Teaching And Learning The Primacy Of Dispositions:

Knowledge and Virtue in Teaching and Learning Hugh Sockett, 2012-03-29 The challenge this book addresses is to demonstrate how in teaching content knowledge the development of intellectual and moral dispositions as virtues is not merely a good idea or peripheral to that content but deeply embedded in the logic of searching for knowledge and truth It offers a powerful example of how philosophy of education can be brought to bear on real problems of educational research and practice pointing the reader to re envision what it means to educate children and how we might prepare teachers to take on such a role by developing the person instead of simply knowledge and skills Connected intimately to the practice of teaching and teacher education the book sets forth an alternative theory of education where the developing person is at the center of education set in a moral space and a political order To this end a framework of public and personal knowledge forms the content to which personal dispositions are integral not peripheral The book's pedagogy is invitational welcoming its readers as companions in inquiry and thought about the moral aspects of what we teach as knowledge

Social Virtue Epistemology Mark Alfano, Colin Klein, Jeroen de Ridder, 2022-07-29 This collection of 19 chapters all appearing in print here for the first time and written by an international team of established and emerging scholars explores the place of intellectual virtues and vices in a social world Relevant virtues include open mindedness curiosity intellectual courage diligence in inquiry and the like Relevant vices include dogmatism need for immediate certainty and gullibility and the like The chapters are divided into four key sections Foundational Issues Individual Virtues Collective Virtues and Methods and Measurements And the chapters explore the most salient questions in this areas of research including How are individual intellectual virtues and vices affected by their social contexts Does being in touch with other open minded people make us more open minded Conversely does connection to other dogmatic people make us more dogmatic Can groups possess virtues and vices distinct from those of their members For instance could a group of dogmatic individuals operate in an open minded way despite the vices of its members Each chapter receives commentary from two other authors in the volume and each original author then replies to these commentaries Together the authors form part of a collective conversation about how we can know about what we know In so doing they not only theorize but enact social virtue epistemology

The SAGE Handbook of Research on Teacher Education D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight

Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies The Theory and Practice of Virtue Education Tom

Harrison, David Walker, 2018-01-03 The Theory and Practice of Virtue Education offers the reader a comprehensive and authoritative account of both the theoretical and practical complexities of cultivating virtue in education and beyond The book moves beyond the usual philosophical literature that merely discusses virtue in the abstract and offers scholarly research informed suggestions for practice Drawn from a highly successful international conference organised by the Jubilee Centre for Character and Virtues the chapters in this volume offer a unique insight into the varieties of approaches that leading scholars have identified for putting the learning and nurturing of virtues into practice Featured are chapters from internationally acclaimed scholars primarily in the fields of philosophy psychology and education which are categorised under three headings philosophical and theoretical foundations for cultivating virtues developing virtues in practice and nurturing specific virtues Beginning with chapters that examine differing theoretical complexities of virtue education the book then moves on to explore different approaches to nurturing virtue in the classroom and beyond This practical approach is further evidenced in the final section where individual virtues are discussed The Theory and Practice of Virtue Education highlights the theoretical complexity of putting virtue education into practice and as a result is of real use to researchers academics and postgraduates in the fields of education philosophy psychology sociology and theology It should also be essential reading for educators in character and virtue **Teaching Historical Narratives** Jon A. Levisohn, 2024-11-28

With this book Jon Levisohn argues that current history education is set up in a way that sees students of history at one end of a continuum with the academic experts in the field of history at the other and where the goal of history education is to help students to think like historians Building on a critical engagement with Carl Hempel Hayden White and David Carr as well as contemporary work in virtue epistemology Levisohn proposes a new theory of historiography which serves as a set of guidelines for the teaching and learning of history According to the theory the work of historiography is best characterized as a negotiation among narratives weaving together received narratives with new information and ideas in order to construct a new narrative This negotiation happens with a particular orientation towards negative evidence or flexible disconfirmationism and is assessed according to the openness sensitivity responsibility creativity boldness and humility i.e. the virtues of historical interpretation The book rethinks the work of history education offering new ways of thinking about the goals of the teaching of history namely in terms of the cultivation of the interpretive virtues **Handbook of**

Philosophy of Education Randall Curren, 2022-10-26 The Handbook of Philosophy of Education is a comprehensive guide to

the most important questions about education that are being addressed by philosophers today Authored by an international team of distinguished philosophers its thirty five chapters address fundamental timely and controversial questions about educational aims justice policy and practices Part I Fundamental Questions addresses the aims of education authority to educate the roles of values and evidence in guiding educational choices and fundamental questions about human cognition learning well being and identity Part II Virtues of Mind and Character is concerned with the educational formation of personal attributes that are often seen as essential to flourishing individuals and societies This section includes chapters on the cultivation of intellectual and character virtues the nature and formation of expertise Stoic virtues and intellectual vices Part III Education and Justice addresses fundamental and emerging issues of educational justice from equal educational opportunity racial domination and linguistic justice in education to educational problems of mass migration global educational justice the education of working children around the world and the costs of higher education and upward mobility Part IV Educational Practices addresses controversial aspects of contemporary education pedagogical curricular and managerial practices that deserve careful examination These include controversies surrounding free speech and instruction in controversial issues anti racist sustainability and sex education and the unfulfilled promises and demoralizing impact of high stakes accountability schemes The format and jargon free writing in this volume ensure that topics are interesting and accessible helping facilitate the work of advanced students and professionals in Education

Art's Teachings, Teaching's Art Tyson Lewis, Megan Laverty, 2015-08-28 This volume examines the interface between the teachings of art and the art of teaching and asserts the centrality of aesthetics for rethinking education Many of the essays in this collection claim a direct connection between critical thinking democratic dissensus and anti racist pedagogy with aesthetic experiences They argue that aesthetics should be reconceptualized less as mere art appreciation or the cultivation of aesthetic judgment of taste and more with the affective disruptions phenomenological experiences and the democratic politics of learning thinking and teaching The first set of essays in the volume examines the unique pedagogies of the various arts including literature poetry film and music The second set addresses questions concerning the art of pedagogy and the relationship between aesthetic experience and teaching and learning Demonstrating the flexibility and diversity of aesthetic expressions and experiences in education the book deals with issues such as the connections between racism and affect curatorship and teaching aesthetic experience and the common and studying and poetics The book explores these topics through a variety of theoretical and philosophical lenses including contemporary post structuralism psychoanalysis phenomenology critical theory and pragmatism

Philosophy and Education as Action Yusef Waghid, Nuraan Davids, 2017-03-08 Nuraan Davids and Yusef Waghid teach philosophy of education to students who are completing a post graduate certificate in education PGCE in order to qualify as teachers They make the argument that philosophy and education are intertwined as action concepts with the potential to affect teacher education practices Philosophy and Education as Action Implications for Teacher Education

endeavors to clarify pertinent philosophical concepts in education and look at how these concepts impact teaching learning and management as classroom practices Through the philosophical concepts of epist m knowledge phronesis practical reasoning praxis productive action paideia education parhessia free speech techn craft or art dialogos deliberative engagement philia love and friendship kosmopolitis cosmopolitanism and dinamis potentiality students can come to speech through a philosophical discourse situated in educational studies

International Handbook of Teacher Education John Loughran, Mary Lynn Hamilton, 2016-05-04 The International Handbooks of Teacher Education cover major issues in the field through chapters that offer detailed literature reviews designed to help readers to understand the history issues and research developments across those topics most relevant to the field of teacher education from an international perspective This volume is divided into two sections The organisation and structure of teacher education and knowledge and practice of teacher education The first section explores the complexities of teacher education including the critical components of preparing teachers for teaching and various aspects of teaching and teacher education that create tensions and strains The second examines the knowledge and practice of teacher education including the critical components of teachers professional knowledge the pedagogy of teacher education and their interrelationships and delves into what we know and why it matters in teacher education

Handbook of Moral and Character Education Larry Nucci, Tobias Krettenauer, 2014-04-24 There is widespread agreement that schools should contribute to the moral development and character formation of their students In fact 80% of US states currently have mandates regarding character education However the pervasiveness of the support for moral and character education masks a high degree of controversy surrounding its meaning and methods The purpose of this handbook is to supplant the prevalent ideological rhetoric of the field with a comprehensive research oriented volume that both describes the extensive changes that have occurred over the last fifteen years and points forward to the future Now in its second edition this book includes the latest applications of developmental and cognitive psychology to moral and character education from preschool to college settings and much more

The International Handbook of Teacher Ethos Fritz Oser, Karin Heinrichs, Johannes Bauer, Terence Lovat, 2021-08-05 This volume is the first handbook that brings together cutting edge international research on teacher ethos from a broad array of disciplines The main focus will be on research that illustrates current conceptualizations of ethos and its importance for acting effectively and responsibly in and out of the classroom Research will encompass updated empirical and philosophical work that points to the difference in learning when teaching is practised as a moral activity instead of a merely functional one Authors are among the world s foremost researchers whose work crosses over from moral education into psychology neuroscience sociology philosophy pedagogy and curriculum drawing on these various fields of research Today more than ever we understand that teachers like other professionals need more than subject matter expertise for acting responsibly and doing their best in their daily duties Doing so requires possessing a guiding system of professional ethics moral positioning goals norms and values in other words a

professional ethos While the handbook concentrates on Western domains in the current era the work will extend to other cultures and times as well With this comprehensive range of perspectives the book will be attractive and useful for researchers on teachers and teaching as well as for teacher educators curriculum designers educational officials and last but not least anyone who is interested in what makes a good teacher This volume is also a tribute to Fritz Oser a leading scholar in research on ethos who sadly passed away during the compilation of this handbook

Moral Thought in Educational Practice Hugh Sockett, 2018-08-14 This book demonstrates how pervasive moral thought can be in educational thought and practice By analyzing research on the moral and intellectual qualities in curriculum as well as the integration of personhood and citizenship development in classroom work this book demonstrates the primacy of the moral in various educational settings With an additional emphasis on morality as it pertains to teaching as a vocation **Moral Thought in Educational Practice** examines the objectives of teacher education and offers an account of moral purposes within the knowledge base for teaching

The Moral Work of Teaching and Teacher Education Matthew N. Sanger, Richard D. Osguthorpe, 2015-04-25 What makes teaching a moral endeavor How can we prepare classroom practitioners for engaging in that moral endeavor in meaningful and effective ways This volume brings together leading scholars who draw upon both their academic expertise and substantial wisdom of practice to offer a variety of perspectives on the challenge of preparing today's teachers for the moral work of teaching Book Features Examines the role that teacher preparation and development can play in addressing the moral work of teaching Highlights the work of leading scholars from educational psychology educational philosophy and teacher education Provides compelling insights for identifying the next generation of our nation's best teachers Contributors Wolfgang Althof Karen D Benson Marvin W Berkowitz Donald Blumenfeld Jones Elizabeth Campbell Julie Canniff Mary Crawford Lana Daly Rebecca Evers Cathie Fallona Gary Fenstermacher Anthony Holter Lisa E Johnson Daniel Lapsley Darcia Narvaez Virginia Navarro Larry Nucci Joy Pelton Virginia Richardson Don Senneville David Shields Barbara Stengel Jonatha W Vare Marilyn Watson Matthew Sanger is associate professor of Educational Foundations in the College of Education at Idaho State University Richard Osguthorpe is associate professor and chair of the Department of Curriculum Instruction and Foundational Studies at Boise State University The editors and contributors help us appreciate that many teachers come to the work precisely because of abiding moral commitments to help others to make a difference in the lives of the young to give something back to society But they also help us see how crucial it is to give candidates systematic support in coming to grips with the meaning of these commitments and how to translate them into pedagogical action for the well being of students and society alike From the Foreword by David T Hansen This book sheds light into the core of professional morality It should be a must for each student teacher and for each practitioner around school life Fritz Oser professor of education and educational psychology University of Fribourg Switzerland Lest we forget that teaching is inherently moral work Sanger and Osguthorpe explain what this means for teachers and teacher educators The combination

of conceptual analysis and cases of teacher education practice make this book a valuable resource and welcome antidote to the current preoccupation with test scores Sharon Feiman Nemser Brandeis University Research in Mathematics Education in Australasia 2012-2015 Katie Makar, Shelley Dole, Jana Visnovska, Merrilyn Goos, Anne Bennison, Kym Fry, 2016-06-02 With the ninth edition of the four yearly review of mathematics education research in Australasia the Mathematics Education Research Group of Australasia MERGA discusses the Australasian research in mathematics education in the four years from 2012 2015 This review aims to critically promote quality research and focus on the building of research capacity in Australasia *Aristotelian Character Education* Kristján Kristjánsson, 2015-04-17 This book provides a reconstruction of Aristotelian character education shedding new light on what moral character really is and how it can be highlighted measured nurtured and taught in current schooling Arguing that many recent approaches to character education understand character in exclusively amoral instrumentalist terms Kristjánsson proposes a coherent plausible and up to date concept retaining the overall structure of Aristotelian character education After discussing and debunking popular myths about Aristotelian character education subsequent chapters focus on the practical ramifications and methodologies of character education These include measuring virtue and morality asking whether Aristotelian character education can salvage the effects of bad upbringing and considering implications for teacher training and classroom practice The book rejuvenates time honoured principles of the development of virtues in young people at a time when character features prominently in educational agendas and parental concerns over school education systems Offering an interdisciplinary perspective which draws from the disciplines of education psychology philosophy and sociology this book will appeal to researchers academics and students wanting a greater insight into character education **Education, Ethics and Experience** Michael Hand, Richard Davies, 2015-11-06 Education Ethics and Experience is a collection of original philosophical essays celebrating the work of one of the most influential philosophers of education of the last 40 years Richard Pring's substantial body of work has addressed topics ranging from curriculum integration to the comprehensive ideal vocational education to faith schools professional development to the privatisation of education moral seriousness to the nature of educational research The twelve essays collected here explore and build on Pring's treatment of topics that are central to the field of philosophy of education and high on the agenda of education policy makers The essays are by no means uncritical some authors disagree sharply with Pring others see his arguments as useful but incomplete in need of addition or amendment But all acknowledge their intellectual debt to him and recognise him as a giant on whose shoulders they stand This book will be a welcome and lively read for educational academics researchers and students of Educational Studies and Philosophy **Developing 21st Century Competencies In The Mathematics Classroom: Yearbook 2016, Association Of Mathematics Educators** Pee Choon Toh, Berinderjeet Kaur, 2016-05-20 The aim of this book is to contribute towards literature in the field of mathematics education specifically the development of 21st century competencies amongst learners

of mathematics The book comprising fourteen chapters written by renowned researchers in mathematics education provides readers with approaches and applicable classroom strategies to foster skills and dispositions that will enable learners to thrive in the fast changing and complex world that we live in today The chapters in the book can be classified into three broad themes The first is an examination of what is meant by 21st century competencies and how they can be developed within the context of the mathematics curriculum The second is an in depth discussion of evidence based practices aimed at fostering specific competencies like metacognition and reflective thinking critical thinking and communication skills The last and third theme is about teaching approaches that are likely to feature increasingly in the 21st century classroom for example flipped learning or the use of comics and storytelling

The Ethics of Becoming a Good Teacher Ying

Ma, 2023-09-22 This book explores Aristotelian and Confucian wisdom traditions to understand education and what counts as a good teacher in an embodied dialogic approach The book creates a dialogue between ancient ideas and the author's lived experiences as a teacher in cross cultural landscapes today to ruminate on the important themes of educational purpose teacher excellence teacher student relationships and teaching skill It asks fundamental educational questions including Why Do We Educate Eudaimonia and Dao What Do We Educate Phronesis Philia and Ren and How Do We Educate Techne and Liuyi Moving beyond the dominant epistemological concerns such as how to teach more effectively to help students gain better marks in schools it constitutes an ethical inquiry that illuminates the values purposes concerns and hopes that animate genuinely educational work Using a comparative approach to wisdom traditions from both the East and the West it addresses parochialism and challenges Eurocentric research paradigms Embedded in the messy ground of teaching in intergenerational and cross cultural narratives the author's own experiences as a student teacher daughter of a teacher mother of a student crucially unpacks and concretizes ancient concepts and reactivates them in concrete situations A sense of a whole without completeness a conception of the good without closure and an aspiration without achievement continue to haunt the search for an ultimate answer to the question what counts as a good teacher It will appeal to scholars teachers and teacher educators with an interest in narrative inquiry and educational research as well as those in the field of curriculum studies and the philosophy of education

Reimagining The Call to Teach David T. Hansen, 2021 In this sequel to his internationally acclaimed classic *The Call to Teach* David Hansen revisits the idea of teaching as a calling in light of contemporary expectations in education *Reimagining The Call to Teach* brings to life an ethical approach to teaching that is informed by an understanding of teaching's great purpose to help the next generation forge a spirit of mutual care and concern while supporting each student's distinctive way of being in the world Hansen juxtaposes testimony from public school educators with ideas and examples drawn from philosophy teacher education research on teaching literature and other arts He demonstrates that despite pressing structural challenges in the educational system teachers can bring their calling to life by supporting one another and by engaging in philosophical inquiry and self cultivation Rendered with Hansen's customary

eloquence this dynamic book will be of interest to all who care about the dignity of teachers and teaching in our time Book
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including extensive testimony from teachers Focuses on an ethical approach to working with teachers called bearing witness
Highlights the important place of philosophy in being a teacher and a teacher educator Uses an accessible and engaging
style with rich examples throughout Teachers Without Borders? Alyssa Hadley Dunn, 2013

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