

## Educational Foundations An Anthology Of Critical Readings

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Alan Canestrari Alan S. Canestrari, Ed.D, Boston University, a veteran social studies practitioner and Professor of Education at Roger Williams University, is co-editor (with Bruce Marlowe) of Educational Foundations: An Anthology of Critical Readings (Sage) and Educational Psychology in Context: Readings for Future Teachers (Sage).

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Educational Foundations: An Anthology of Critical Readings aims to answer such questions by helping new and future teachers develop habits of critical reflection about schools and schooling before entering the classroom. Editors Alan S. Canestrari and Bruce A. Marlowe feature an array of provocative, engaging authors who, as teachers, principals, and policy shapers, provide the latest perspectives in the field.

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Educational Foundations: An Anthology of Critical Readings answers these questions and more, providing an exciting alternative to other foundations textbooks. This anthology is aimed at students about to enter the teaching profession, those new to the profession, and anyone interested in carefully examining—and improving—schools and schooling.

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### Educational Foundations: An Anthology of Critical Readings ...

Educational Foundations: An Anthology of Critical Readings: Canestrari, Alan S., Marlowe, Bruce A.: Amazon.sg: Books

Why teach? Who are today's students? What makes a good teacher? Educational Foundations: An Anthology of Critical Readings aims to answer such questions by helping new and future teachers develop habits of critical reflection about schools and schooling before entering the classroom. Editors Alan S. Canestrari and Bruce A. Marlowe feature an array of provocative, engaging authors who, as teachers, principals, and policy shapers, provide the latest perspectives in the field. The thoroughly revised Fourth Edition features an array of bold new essays discussing today's most relevant issues, including diversity, school safety, data in schools, and teacher strikes.

Educational Foundations: An Anthology of Critical Readings provides an exciting alternative to foundations texts currently on the market. This anthology is aimed at students about to enter the teaching profession, those new to the profession, and anyone interested in carefully examining schools and schooling. Editors Alan S. Canestrari and Bruce A. Marlowe have collected two dozen provocative, engaging essays to challenge students, professors, and administrators with the following questions: - Why teach? - Who are today's students? - What makes a good teacher? - How should we assess student learning? - What does a good school look like? - How does one develop a critical voice (in the face of state mandates, administrative edicts, and the continuous cycle of reform and retrenchment)? Alan S Canestrari and Bruce A Marlowe's answers are bold and refreshing. They eschew the unquestioning compliance so characteristic of new teachers. Also, by taking a hard look at traditional educational practice, and encourages students to become critical, reflective practitioners upon entering the field.

This anthology of critical readings (for students about to enter the teaching profession and for those interested in carefully examining schools and schooling) features provocative, engaging authors whose views are politicized, but whose writing and opinions matte - not because they are gadflies, but because their ideas work and their achievements as teachers, principals, and policy shapers are so notable. Educational Foundations: An Anthology of Critical Readings is organized around the following questions: Why teach? Who are today's students? What makes a good teacher? How should we assess student learning? What does a good school look like? How does one develop a critical voice (in the face of state mandates, administrative edicts, and the continuous cycle of reform and retrenchment)? Alan S Canestrari and Bruce A Marlowe's answers are bold and refreshing. They eschew the unquestioning compliance so characteristic of new teachers. Also, by taking a hard look at traditional educational practice, they serve as models for the kind of reflective practitioners we hope pre-service students will become when they enter the field. The key feature of this anthology are the readings by authors who have discovered their own critical voices so that new teachers can begin to develop their own. These readings offer a platform for discussion and debate that may be used by instructors to increase student knowledge of pedagogy and to provide authentic opportunities for potential teachers to think critically about teaching and learning.

Using excerpts from novels, biographies, memoirs, lectures, etc., the examines the traditional themes of education.

Presents a collection of articles, narratives, book chapters, opinion pieces, and excerpts from multimedia works that describe the practice of teaching.

Eugene Provenzo, a nationally recognized scholar in the social and cultural foundations of education, has edited this collection of significant readings relevant to western traditions of education. Focusing on modern and postmodern ideas, Critical Issues in Education: An Anthology of Readings includes selections from scholars of education ranging from John Dewey and William James to important contemporary writers such as bell hooks, Sonia Nieto, and Henry Giroux.

Given the continued plight of men of color in college after a decade of ineffective interventions focused more on "fixing the student" than on addressing the social, structural and institutional forces that undermine his academic achievement, this book is intended as a catalyst to change the direction of the dialogue, by providing a new theoretical framework and strength-based models for developing strategies for success. This book brings together five of today's leading scholars concerned with the condition of males of color in higher education – LeManuel Bitsóí, Edmund T. Gordon, Shaun Harper, Victor Sáenz and Robert Teranishi, who collaborated closely through of a series of conversations convened by the College Board to diagnose the common factors impeding the success of under-represented males and to identify the particular barriers and cultural issues pertaining to the racial and ethnic groups they examine. This cohesive volume starts with the recognition that understanding males' disengagement from the classroom requires determining what it means to be a male in a non-dominant group in today's society. The authors use the methods of feminist theory to uncover the impact of dominant paradigms of White, middle-class, heteronormative masculinity on men of color in general, to define what comprises masculinity for various groups, subgroups and individuals, and to lay bare the social and institutional forces that perpetuate constructions of masculinity that negatively impact men of color. They demonstrate that researchers and practitioners alike must pay more careful attention to within-group diversity as they study college men of color and create initiatives that respond to their varied needs. They establish the need for men of color campus initiatives to be mindful of the masculinities with which students enter college, as well as how they develop, negotiate and perform their gender identities on campus; the vital importance, in developing programs and interventions, of addressing the sociological undercurrents of men's bad behaviors and poor help-seeking tendencies; and for providing opportunities for men to engage in critical individual and collective reflection on how they have been socialized to think of themselves as men. This book advances the critical priorities of increasing enrollments and completion rates among college men of color, and of graduating well-developed men with strong, conflict-free gender identities. For practitioners who work with these populations, it offers insights and signposts to create successful programs; for researchers it offers a set of new directions for analysis; and for policymakers, new ways of thinking about how policy and funding mechanisms ought to be reconsidered to be more effective in responding this issue.

Educational Psychology in Context: Readings for Future Teachers takes an exciting new approach to educational psychology by addressing the questions that real teachers in real schools ask about real students. This book's purpose is to provide a stimulating alternative to traditional texts by helping teachers develop a strong theoretical and research-based understanding of how their students learn and develop. Unlike other texts, this book of major readings is an anthology of primary-source readings selected for students entering the teaching profession and for teachers interested in examining learning and development.

This is an utterly original and completely beguiling prose novel about a boy who has to write a poem, and then another, and then even more. Soon the little boy is writing about all sorts of things he has not really come to terms with, and astounding things start to happen.

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