

The Call of Stories

TEACHING AND THE MORAL IMAGINATION



ROBERT COLES

The Call Of Stories Teaching And The Moral Imagination

**Marshall Gregory, Melissa Valiska
Gregory**



The Call Of Stories Teaching And The Moral Imagination:

The Call of Stories Robert Coles, 1989 American child psychiatrist Robert Coles tells of the nourishing moral insights that come from books and reading throughout life

The Call of Stories Robert Coles, 1990-01-01

Teaching Leadership Raj Pillai, Susan Stites-Doe, 2003-07-01

Students on the Margins Jaylynn N. Hutcheson, 1999-05-27 Proposes educators should focus on children's personal stories as a means to enhance dignity and therefore learning

Teaching Excellence in Higher Education Marshall Gregory, Melissa Valiska Gregory, 2013-12-11 Marshall Gregory argues that teachers at the university and high school levels can achieve teaching excellence by grounding their teaching in pedagogical theory that takes into account students' abilities and the ultimate goals of teaching to develop students' capacities for thought reflection questioning and engagement to their fullest extent

Essays on Teaching Education and the Inner Drama of Teaching Robert V. Bullough Jr, 2019-02-25 Challenges teacher educators face coupled with select aspects of teachers' genuine experiences of teaching is an area that has been neglected and is often under appreciated

Essays on Teaching Education and the Inner Drama of Teaching comprises 11 essays that address and illuminate the place where troubles and issues biography and history meet

In the Presence of Each Other Johanna C. Kuyvenhoven, 2009-05-23 There can be little doubt that pedagogical practices have increasingly become focused on reading and writing in childhood education

In the Presence of Each Other is a brilliant ethnography that examines the educational benefits of the use of oral storytelling in the classroom and the ways in which non print literacy enhances children's overall language and communication capacities

Presenting a strong argument based on compelling evidence for the incorporation of oral practices in the classroom Johanna Kuyvenhoven follows a group of children in grades four and five as they forge an inclusive learning environment that respects linguistic social and ethnic diversity by sharing stories out loud She traces the positive effects that oral storytelling has on children's vocabularies writing skills as well as for problem solving abilities and empathetic responses that are essential to learning across the disciplines

In the Presence of Each Other is a ground breaking work not only for educators but also for anyone interested in the practice of storytelling

The Good, the True, the Beautiful Mark J. Boone, Rose M. Cothren, Kevin C. Neece, Jaclyn S. Parrish, 2021-02-19 Dr David K Naugle is widely regarded as a leading thinker in the area of Christian worldview formation As Distinguished University Professor Emeritus at Dallas Baptist University he has drawn accolades and admiration This collection in his honor demonstrates that intellectual pursuits are inherently spiritual that no area of life is separate from the lordship of Christ and that true Christian faith is in fact the deep fulfillment of the human experience

On topics ranging from linguistics to gardening and everything in between these essays represent the depth and breadth of the idea that all goodness is God's goodness all truth is God's truth and all beauty is God's beauty

Handbook of Research on Teaching Ethics in Business and Management Education Wankel, Charles, Stachowicz-Stanusch, Agata, 2011-12-31 This book is an examination of the inattention of business schools to moral education addressing lessons

learned from the most recent business corruption scandals and financial crises and also questioning what we're teaching now and what should be considering in educating future business leaders to cope with the challenges of leading with integrity in the global environment Provided by publisher

Health Care Ethics John F. Monagle, David C. Thomasma, 2005 Provides expert help you need to make difficult bio ethical decisions covering a broad range of current and future health care issues as well as institutional and social issues applicable to multiple disciplines and settings

Teaching and Learning About Genocide and Crimes Against Humanity Samuel Totten, 2019-02-01 Teaching and Learning About Genocide and Crimes Against Humanity Fundamental Issues and Pedagogical Approaches by Samuel Totten a renowned scholar of genocide studies and Professor Emeritus College of Education and Health Professions University of Arkansas Fayetteville is a culmination of 30 years in the field of genocide studies and education In writing this book Totten reports that he crafted this book along the lines of what he wished had been available to him when he first began teaching about genocide back in the mid 1980s That is a book that combines the best of genocide theory the realities of the genocidal process and how to teach about such complex and often terrible and difficult issues and facts in a theoretically historically and pedagogically sound manner As the last book he will ever write on education and educating about genocide he perceives the book as his gift to those educators who have the heart and grit to tackle such an important issue in their classrooms

Teaching Outside the Box but Inside the Standards Bob Fecho, Michelle Falter, Xiaoli Hong, 2016 Many educators feel caught between mandates to meet literacy standards and the desire to respond to individual students interests skills and challenges This book illustrates how a dialogical approach to practice will enable teachers to meet the needs of today's diverse student population within a standardized curriculum Chapters highlight the efforts of four high school teachers to create dialogical classroom space documenting both the possibilities of and impediments to such an approach to teaching Drawing on a theoretical framework and rationale for engaged dialogical practice the authors present and analyze key classroom events that illustrate the productive and restrictive tensions for such work and suggest ways for teachers and schools to implement these ideas especially for complementing and expanding the Common Core State Standards Book Features Examples of teachers using dialogue to engage students as well as colleagues administrators parents policymakers and other educational stakeholders Guidance for teachers in how to differentiate instruction to meet literacy standards Case studies illustrating how teachers navigate the tension between standardization and student centered teaching An exemplary collaborative effort among a university researcher doctoral students and high school teachers The reflections and self questioning of teachers who write honestly engagingly and insightfully about their dialogical practices

Teaching in Common Anne DiPardo, 1999 Despite frequent calls for increased collaboration among teachers we know very little about what this means for real educators in real schools Teaching In Common offers vivid richly textured portraits of four collaborations tracing complex connections across school culture pedagogic innovation and teachers lived experience The text discusses the demands of the public

school workplace and the challenges and benefits of collaboration providing valuable insights for preparing the next generation of teachers for collaborative activity The absorbing portraits of teachers will help practitioners to contemplate this recent school reform push as it relates to other issues and pressures in their professional lives DiPardo explores the kinds of conditions that best support collaboration and proposes new ways of thinking about the relationship between teachers joint work and school culture *Creative Teaching* James P. Downing,1997-07-15 Tap into hidden creativity engage students in the learning process and foster creative thinking and expression with innovative techniques based on Downing s research and experience Some 75 activities that allow users to practice skills as they acquire them are accompanied by dozens of sample lessons and numerous tips for getting started and avoiding pitfalls Imaginary excursions choice mapping Socratic seminars storytelling question stringing scripted interviews ensemble reading and more any educator can use these techniques Grades K 12 **Teaching Literature and Medicine** Anne Hunsaker Hawkins,Marilyn Chandler McEntyre,2016-01-01 Both the actualities and the metaphorical possibilities of illness and medicine abound in literature from the presence of tuberculosis in Franz Kafka s fiction or childbed fever in Mary Shelley s *Frankenstein* to disease in Thomas Mann s *Death in Venice* or in Harold Pinter s *A Kind of Alaska* from the stories of Anton Chekhov and of William Carlos Williams both doctors to the poetry of nurses derived from their contrasting experiences These are just a few examples of the cross pollination between literature and medicine It is no surprise then that courses in literature and medicine flourish in undergraduate curricula medical schools and continuing education programs throughout the United States and Canada This volume in the MLA series *Options for Teaching* presents a variety of approaches to the subject It is intended both for literary scholars and for physicians who teach literature and medicine or who are interested in enriching their courses in either discipline by introducing interdisciplinary dimensions The thirty four essays in *Teaching Literature and Medicine* describe model courses deal with specific texts authors and genres list readings widely taught in literature and medicine courses discuss the value of texts in both medical education and the practice of medicine and provide bibliographic resources including works in the history of medicine from classical antiquity *SNCC's Stories* Sharon Monteith,2020-10-15 Formed in 1960 in Raleigh North Carolina the Student Non violent Coordinating Committee SNCC was a high profile civil rights collective led by young people For Howard Zinn in 1964 SNCC members were new abolitionists but SNCC pursued radical initiatives and Black Power politics in addition to reform It was committed to grassroots organizing in towns and rural communities facilitating voter registration and direct action through projects embedded in Freedom Houses especially in the South the setting for most of SNCC s stories Over time it changed from a tight cadre into a disparate group of many constellations but stood out among civil rights organizations for its participatory democracy and emphasis on local people deciding the terms of their battle for social change Organizers debated their role and grappled with SNCC s responsibility to communities to the walking wounded damaged by racial terrorism and to individuals who died pursuing racial justice SNCC s

Stories examines the organization's print and publishing culture uncovering how fundamental self and group narration is for the undersung heroes of social movements. The organizer may be SNCC's dramatis persona but its writers have been overlooked. In the 1960s it was assumed established literary figures would write about civil rights and until now critical attention has centered on the Black Arts Movement neglecting what SNCC's writers contributed. Sharon Monteith gathers hard to find literature where the freedom movement in the civil rights South is analyzed as subjective history and explored imaginatively. SNCC's print culture consists of field reports pamphlets newsletters fiction essays poetry and plays which serve as intimate and illuminative sources for understanding political action. SNCC's literary history contributes to the organization's legacy.

Back to the Basics of Teaching and Learning David W. Jardine, 2017-07-05 This book is about an ecological interpretive image of the basics. Essays detailing everyday lived events in classroom life are presented to help readers see beneath the surface ordinariness of these events to uncover and examine the underlying complex and contested meanings they contain. Readers are invited to imagine what would happen to our understanding of teaching and learning if we stepped away from the image of basics as breakdown under which education labors today an image of fragmentation isolation and the consequent dispensing manipulation and control of the smallest simplest most meaningless bits and pieces of the living inheritances that are entrusted to teachers and learners in schools. By involving readers in rethinking the idea of the basics in educational theory and practice this book offers a more generous rigorous difficult and pleasurable image of what this term might mean in the living work of teachers and learners. This is a valuable text for practicing teachers and student teachers interested in reimagining what is basic to their work and the work of their students. It also provides examples of interpretive inquiry that will be helpful for graduate students and scholars in the areas of curriculum teaching and learning who are interested in pursuing this form of research and writing. The Second Edition is guided by the view that thinking the world together is a form of ecological thinking. Adds chapters that take up the ecological aspects of this vision the hermeneutic aspects and curricular aspects in the areas of mathematics reading and writing and social studies included also are chapters on child development information and communications technologies and more proposes a version of the basics that asks teachers to be public intellectuals who think about the world who think about the knowledge we have inherited and to which we are offering our students living breathing access.

Finding God at Harvard Kelly K. Monroe, 1997-09-18 Kelly Monroe presents forty two compelling testimonies from faculty members former students and orators at Harvard University whose reflections explode the myth that Christian faith cannot survive a rigorous intellectual environment.

The Journey of One Buddhist Nun Sid Brown, 2001-09-27 Recounts the struggles of a young Thai woman to become a Buddhist nun and the challenges and rewards of that life.

The Swing of the Pendulum Diane Caracciolo, Courtney Lee Weida, 2017-11-13 Current educational policies particularly in the United States have swung so far in the direction of overtly politicized and decontextualized testing that we are losing opportunities to support the imaginative

and expressive capacities of a generation of children and adolescents with implications for our individual and collective health Enter arts education and the healing arts as urgently needed remedies for this imbalance to swing the pendulum of educational practices back to a place of balance and wholeness Informed by an arts based sensibility this book explores how imaginative creative and artistic experiences can heal and why we urgently need them at the heart of our educational discourses and practices These chapters invite teachers teacher educators and therapeutic professionals to reclaim imaginative arts based experiences as central to the human conditions that they serve The narratives and case studies included here are of interest for any arts based qualitative research course as an example of narrative inquiry and in arts and general education programs for their pedagogical implications As Blake invited us to find the world in a grain of sand and showed us how poetry could materialize this so too these storytellers discover and shape their personal meanings in ceramic pots paintings poems drama and poetry While the stories told here are deeply ingrained interior journeys all reflect ways of observing and embracing the world of others of becoming wise becoming self and becoming skilled practitioners of meaning making By naming and framing they suggest that clarity becomes possible and personal freedom achieved Judith M Burton Teachers College Columbia from the Foreword This anthology offers a substantial number of narratives that represent seeking wholeness sustenance and renewal In many cases the authors provide a tribute to those who have impacted their lives in profound ways This is an important contribution to both art education and literary education in the world of scholarly research Laurel H Campbell Purdue University

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