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NANCY L. CHICK, and AERON HAYNIE

Foreword by Anthony A. Ciccone

EXPLORING SIGNATURE PEDAGOGIES

*Approaches to Teaching
Disciplinary Habits of Mind*

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Exploring Signature Pedagogies Approaches To Teaching Disciplinary Habits Of Mind

**Sara R. Johnson, Rubén R.
Dupertuis, Christine Shea**



Exploring Signature Pedagogies Approaches To Teaching Disciplinary Habits Of Mind:

Exploring Signature Pedagogies Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, 2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

Exploring More Signature Pedagogies Nancy L. Chick, Aeron Haynie, Regan A. R. Gurung, 2023-07-03

What is distinctive about the ways specific disciplines are traditionally taught and what kinds of learning do they promote Do they inspire the habits of the discipline itself or do they inadvertently contradict or ignore those disciplines By analyzing assumptions about often unexamined teaching practices their history and relevance in contemporary learning contexts this book offers teachers a fresh way to both think about their impact on students and explore more effective ways to engage students in authentic habits and practices This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions critically returning to Lee S Shulman s origins of the concept of signature pedagogies This volume also differs from the first by including authors from across the United States as well as Ireland and

Australia The first section examines the signature pedagogies in the humanities and fine arts fields of philosophy foreign language instruction communication art and design and arts entrepreneurship The second section describes signature pedagogies in the social and natural sciences political science economics and chemistry Section three highlights the interdisciplinary fields of Ignatian pedagogy women s studies and disability studies and the book concludes with four chapters on professional pedagogies nursing occupational therapy social work and teacher education that illustrate how these pedagogies change as the social context changes as their knowledge base expands or as online delivery of instruction increases

Exploring Signature Pedagogies Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, 2009 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

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fields such as Women's Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

Signature Pedagogies for Professions in Arts and Design Rebecca Y. P. Kan, Christopher S. G. Khoo, 2025-03-14 This open access book surveys the dynamic landscape of professional arts and design education research examining salient concepts and issues through the lens of signature pedagogies as an analytical framework The arts and design professions covered in this book are music dance theatre fashion design design and media and fine art Chapters in the book present a combination of reflective accounts in depth analyses and empirical research findings shedding light on the education of students for productive and meaningful careers in the arts and design They examine how concepts issues methods and practices relate to habits of the mind hand and heart Pedagogical insights on creative uncertainty designerly formations evocative ambiguity generative apprenticeship reflexivity transition truth and artistic tradition and heritage are explored with nuance and depth The book constitutes a collective effort of artist educators at the Nanyang Academy of Fine Arts University of the Arts Singapore in documenting a shared institutional heritage which is continually rejuvenated through critical engagement with contemporary challenges They examine the tensions embedded in the signature pedagogies and possible solutions to address them at the micro e.g. classroom or practicum meso e.g. program and macro e.g. institution levels In the process the book highlights research issues and directions for arts education researchers while also offering ideas that artist educators can explore and incorporate into their teaching

Bridges and Mediation in Higher Distance Education Laura Sara Agrati, Daniel Burgos, Pietro Ducange, Pierpaolo

Limone, Loredana Perla, Pietro Picerno, Paolo Raviolo, Christian M. Stracke, 2021-01-28 This book constitutes the thoroughly refereed post conference proceedings of the Second International Workshop on Higher Education Learning Methodologies and Technologies Online HELMeTO 2020 held in Bari Italy in September 2020 Due to the COVID 19 pandemic the conference was held online The 25 revised full papers and 3 short papers presented were carefully reviewed and selected from a total of 59 submissions The papers present recent research on challenges of implementing emerging technology solution for online online learning pedagogical frameworks facing COVID19 emergency in higher education teaching and learning online learning technologies in practice online learning strategies and resources etc Reading and Teaching Ancient Fiction

Sara R. Johnson, Rubén R. Dupertuis, Christine Shea, 2018-03-23 The third volume of research on ancient fiction This volume includes essays presented in the Ancient Fiction and Early Christian and Jewish Narrative section of the Society of Biblical Literature Contributors explore facets of ongoing research into the interplay of history fiction and narrative in ancient Greco Roman Jewish and Christian texts The essays examine the ways in which ancient authors in a variety of genre and cultural settings employed a range of narrative strategies to reflect on pressing contemporary issues to shape community identity or to provide moral and educational guidance for their readers Not content merely to offer new insights this volume also highlights strategies for integrating the fruits of this research into the university classroom and beyond Features Insight into the latest developments in ancient Mediterranean narrative Exploration of how to use ancient texts to encourage students to examine assumptions about ancient gender and sexuality or to view familiar texts from a new perspective Close readings of classical authors as well as canonical and noncanonical Jewish and Christian texts The Scholarship of Teaching and Learning

Jacqueline Dewar, Curtis Bennett, Matthew A. Fisher, 2018-04-26 The Scholarship of Teaching and Learning A Guide for Scientists Engineers and Mathematicians shows college and university faculty members how to draw on their disciplinary knowledge and teaching experience to investigate questions about student learning It takes readers all the way through the inquiry process beginning with framing a research question and selecting a research design moving on to gathering and analyzing evidence and finally to making the results public Numerous examples are provided at each stage many from published studies of teaching and learning in science engineering or mathematics At strategic points short sets of questions prompt readers to pause and reflect plan or act These questions are derived from the authors experience leading many workshops in the United States and Canada on how to do the scholarship of teaching and learning SoTL The taxonomy of SoTL questions What works What is What could be that emerged from the SoTL studies undertaken by scholars in the Carnegie Academic for the Scholarship of Teaching and Learning serves as a framework at many stages of the inquiry process The book addresses the issue of evaluating and valuing this work including implications for junior faculty who wish to engage in SoTL The authors explain why SoTL should be of interest to STEM science technology engineering and mathematics faculty at all types of higher education institutions including faculty members active in traditional STEM

research They also give their perspective on the benefits of SoTL to faculty to their institutions to the academy and to students

Digitalization in Education: Developing Tools for Effective Learning and Personalisation of Education Manpreet Kaur Bagga, Laura Sara Agrati, 2024-08-20 Technology driven trends in the modern society have transformed the ways humans think and communicate The latest technological artefacts and devices have a profound impact on the forms of interaction between individuals and also significantly influence the process of co construction of knowledge The COVID pandemic induced experience of remote teaching has significantly contributed to the widespread use of digital technologies in teaching learning processes faculty communications research collaborations conferences and workshops The crisis also led to an understanding of the uncertainty of returning to conventional normal and paved way for a new normal ushered by the COVID pandemic Such transformations create a need for Institutions to prioritize identification of perspective models of digitalization in education Salmon 2013 Teachers teacher educators and policymakers need to collaborate for co constructing the technology assisted classroom that will gradually evolve from teaching supplements to pivotal support for creating a personal learning environment Dabbagh et al 2021 This article collection aims at examining teachers experience in implementation of computer technologies and exploring gaps and challenges in the current academic educational practice with regard to use of digital tools Various elements of digital environment including online courses e resources virtual and augmented reality artificial intelligence and robotics have become an integral component of learning and fostering students skills practical teaching experience and effective professional training It is imperative that aspects of e education are discussed at the global level in order to stimulate creation of personal learning environments meet inclusive learning needs support life long education and identify relevant digital technologies for upgradation of pedagogical methods and teacher strategies in education

Doomed to Repeat? Sean Brawley, 2009 The essays in this collection examine the place of history in terrorism studies and in contemporary discussions on terrorism and counter terrorism This volume marks an effort by a group of scholars and practitioners to provide a justification for the better understanding of Terrorism s past and the importance of this past for today and tomorrow The collection is divided into four sections Section One places Terrorism Studies and the study of history in context and considers the connections between these fields of study Section Two is written by non historians and practitioners who have seen the importance of historical context and perspective in the understanding of current events Section Three provides case studies that explore the history of terrorism and politically motivated violence Section Four places concerns about terrorism in regional and foreign policy context This collection helps us advance our understanding of terrorism beyond simplistic and dichotomist assertions about them and us Taken together these essays highlight the importance of analyzing rather than assuming Chris Dixon Professor School of History Philosophy Religion and Classics The University of Queensland Australia This collection could not come at a more opportune time given the current preoccupation in government with Terrorism It will not only contribute substantially to the current scholarship on the subject

but will set a benchmark by which future researchers will have to measure themselves It will furthermore become a reference for both students and experts in the field Philip Dwyer Director Social and Cultural Conflict Research Group University of Newcastle Australia In this volume the subject matter ranges widely over the field including important contributions on some of the major areas of international conflict of the last twenty years By paying attention to national regional and international phenomena this collection will provide access to a breadth of historical perspectives and approaches that is uncommon in this field of studies Mark Finnane Professor ARC Centre of Excellence in Policing and Security Griffith University Australia

SoTL in Action Nancy L. Chick, 2023-07-03 What are the foundational moments of meaningful scholarship of teaching and learning SoTL projects How do teacher scholars collect develop and share useful insights about student learning How do they work through the pinch points that frustrate confuse or elude many SoTL practitioners By unpacking SoTL processes through rich narratives that illustrate what they look like this collection offers inspiration to anyone at any stage of engagement with SoTL This book takes discussions of SoTL to a new level Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen what they look like what they mean and what we can do about them Going beyond definitions how to theory and debates about methods and standards the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work These procedural vignettes present powerful examples of what doing SoTL looks like when done well The authors represent a range of disciplines the humanities social sciences natural sciences and professions and a mixture of familiar and unfamiliar names Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment the questions they asked as they refined their approaches and the theoretical and observational tools they employed to conduct their research Each introduces a specific critical moment in doing SoTL taking the reader through the author's reflections concerns and choices in doing meaningful SoTL work The aim is to support potential practitioners inform educational developers who teach new SoTL practitioners and inspire experienced SoTL scholars to reflect on their own practice This is a compelling collection for anyone interested in practitioner reflection intentional design and advancing the field of SoTL and the quality of teaching and learning

Health Psychology Regan A. R. Gurung, 2018-08-29 Health Psychology Well Being in a Diverse World introduces students to the main topics and issues in health psychology through a unique perspective focused on diversity Using a conversational tone author Regan A R Gurung explores the key determinants of behavior such as family environment ethnicity and religion and connects concepts to personal experiences for students to gain a deeper understanding and appreciation of the material Extensively updated based on over 1 000 new articles cited and with a new chapter on research methods the Fourth Edition reflects the latest cutting edge research in the field to explain more thoroughly how context and culture are important predictors of healthy behavior

Disciplinary Styles in the Scholarship of Teaching and Learning Mary Taylor Huber, Sherwyn P.

Morreale,2023-07-21 Ten sets of disciplinary scholars respond to an orienting essay that raises questions about the history of discourse about teaching and learning in the disciplines the ways in which disciplinary styles influence inquiry into teaching and learning and the nature and roles of interdisciplinary exchange The authors hope to contribute to a common language for trading ideas enlarging our pedagogical imaginations and strengthening our scholarly work Disciplines represented chemistry communication studies engineering English studies history management sciences mathematics psychology and sociology A collaboration of The Carnegie Foundation for the Advancement of Teaching and AAHE **Content Matters**

Stephanie M. McConachie,Anthony R. Petrosky,2009-10-30 An authoritative guide for improving teaching learning and literacy in content area classrooms This book introduces teachers to the Disciplinary Literacy instructional framework developed by the Institute for Learning University of Pittsburgh Grounded in the Principles of Learning developed by acclaimed educator Lauren Resnick the framework is designed to prepare students grades 6 and up to master the rigorous academic content learning required for college success Unlike generic teaching models the framework is specifically tailored for each of the content disciplines Highly practical the book shows teachers how to integrate literacy development and thinking practices into their routine content instruction with separate chapters devoted to math science history and English language arts The book also shows how school instructional leaders can support teachers in learning and using this instructional approach Offers an innovative approach for improving literacy thinking and content learning in secondary students Includes detailed instructional guidance plus numerous classroom examples of lessons dialogs and teaching routines Features chapters on each of the content areas math science language arts and social sciences Provides leadership guidance in implementing the method Foreword written by internationally acclaimed educator and cognitive scientist Lauren Resnick

An EasyGuide to APA Style Beth M. Schwartz,R. Eric Landrum,Regan A. R. Gurung,2016-01-20 Written by experienced psychology instructors who are active and respected members of the American Psychological Association APA Society for the Teaching of Psychology the updated Third Edition provides a reader friendly guide for mastering APA style and covers all sections of an APA style paper Clear conversational and humorous the book presents easy to understand explanations of how to write research papers term papers and lab reports and cite references following APA style and format The authors focus on the most essential elements of APA style and format offering useful advice tips and visual representations **Doing**

Disciplinary Literacy Rachael Gabriel,2023 Learn how to design discipline specific literacy instruction that increases academic engagement and supports college and career readiness This practical resource offers contexts and strategies for addressing a fundamental question that teachers bring to their work with middle and high school learners How do I support literacy development alongside specific content goals By exploring the histories and potentials of discipline specific literacy instruction this book provides a clear framework for engaging students as active participants in the authentic activities and processes of each content area It goes beyond content area reading strategies by situating literacy within the purposes

audiences and formats of each area of study Readers are invited to deepen their own disciplinary knowledge to ensure authenticity in their representations of literate practices to involve students deeply in the work of their disciplinary communities and to support students continued engagement beyond the classroom Book Features Strategies to deepen teachers awareness of disciplinary text practices and habits of mind to inform the ways they model teach and invite literacy into their classrooms Activities to support students in developing the meta discursive awareness that allows them to navigate the texts of different disciplines Guidance to intentionally and expertly develop multiple literacies that create equity choice and access for all learners Exercises and examples appropriate for educators entering the field as well as veterans who want to revitalize their instruction or prepare for new content courses or grade levels

Practical School Discipline Ray Coppock Beery,2025-03-29 Practical School Discipline Introductory Course offers valuable insights into classroom management and student behavior Penned by Ray Coppock Beery this historical text provides a comprehensive overview of teaching methods related to school discipline Aimed at teachers the book explores key concepts in educational psychology and effective strategies for maintaining order and fostering a positive learning environment This meticulously prepared print edition offers a glimpse into historical approaches to education relevant to anyone interested in the evolution of teaching practices Explore timeless techniques for addressing student behavior and creating a well managed classroom A valuable resource for understanding the foundations of school administration and effective teaching This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant

Disciplinary and Content Literacy for Today's Adolescents, Sixth Edition William G. Brozo,2017-04-24 Well established as a clear comprehensive course text in five prior editions this book has now been extensively revised with a focus on disciplinary literacy It offers a research based framework for helping students in grades 6 12 learn to read write and communicate academic content and to develop the unique literacy language and problem solving skills required by the different disciplines In an engaging conversational style William G Brozo presents effective instruction and assessment practices illustrated with extended case studies and sample forms Special attention is given to adaptations to support diverse populations including English language learners Prior edition title Content Literacy for Today s Adolescents Fifth Edition New to This Edition Shift in focus to disciplinary literacy as well as general content area learning Chapter on culturally and linguistically diverse learners Incorporates a decade of research and the goals of the Common Core State Standards Increased attention to academic vocabulary English language learners the use of technology and multiple text

sources such as graphic novels and digital texts Pedagogical features chapter opening questions plus new case studies classroom dialogues practical examples sample forms and more **Critical Disciplinary Literacy** Christina L. Dobbs,Megin Charner-Laird,Jacy Ippolito,Christine Montecillo Leider,2024-12-30 This accessible book introduces a new theory of critical disciplinary literacy CDL that merges criticality and disciplinary literacy approaches in a cohesive and inclusive framework There are unique hurdles in integrating critical and culturally sustaining approaches to literacy into specialized content area classrooms but this book provides clear research grounded strategies and methods that will appeal to teachers and help them foster equitable literacy learning opportunities for all students Using a critical lens chapters deconstruct and reconstruct pathways for new practices that push back on familiar normative literacy approaches in the disciplines Authors provide a framework for designing new approaches to disciplinary literacy both for and with students and they present innovative and practical strategies for implementation With real world examples from the field this book will be essential reading for preservice teachers and in courses on literacy and disciplinary instruction With vignettes and classroom examples from educators who have been enacting elements of CDL practices for years this book will be essential reading for preservice educators in courses on both literacy and content instruction Furthermore current and seasoned educators and educational leaders will find this book to be an invaluable resource as they wrestle with how to teach disciplinary literacy in ways that move away from approaches that have historically marginalized many voices to approaches that include and center students languages histories and cultures Mental Discipline in Modern Education Walter Bernard Kolesnik,1958

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