

1. Record Nr.	UNINA9910463384203321
Autore	Swann Joanna
Titolo	Learning, teaching, and education research in the 21st century : an evolutionary analysis of the role of teachers // Joanna Swann
Pubbl/distr/stampa	New York, NY : , : Continuum International Pub. Group, , 2011
ISBN	1-4725-4119-7 1-4411-4757-8
Descrizione fisica	1 online resource (282 p.)
Disciplina	370.1
Soggetti	Learning - Philosophy Teaching - Philosophy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Acknowledgements -- 1. The Purpose of this Book -- Part I: Learning -- 2. The Challenge of an Evolutionary Analysis of Learning -- 3. What Happens When We Learn -- 4. Addressing Some Problematic Ideas About Learning -- Part II: Encouraging Learning -- 5. What Promotes and What Inhibits Learning -- 6. Against the Intensive Use of Prescribed Curricula with Children and Adolescents -- 7. Developing Student-Initiated Curricula -- Part III: Developing Teaching -- 8. Research and the Development of Teaching -- 9. Developing a Popperian Science of School Teaching -- 10. Improving Our Practices as Teachers -- 11. Teaching for a Better World -- References -- Index. The purpose of this book -- The challenge of an evolutionary analysis of learning -- What happens when we learn -- Addressing some problematic ideas about learning -- What promotes and what inhibits learning -- Against the intensive use of prescribed curricula with children and adolescents -- Developing student-initiated curricula -- Research and the development of teaching -- Developing a Popperian science of school teaching -- Improving our practices as teachers -- Teaching for a better world.
Sommario/riassunto	"Learning, Teaching and Education Research in the 21st Century draws on Karl Popper's evolutionary epistemology and challenges widespread

assumptions about learning, teaching and research that are embedded in the practices of many teachers and in the design of most education institutions worldwide. Joanna Swann argues that to promote the growth of learning we need to encourage children and adolescents to exercise and develop creativity and criticality, and that we need to provide and maintain environments in which they can safely engage in self-initiated and self-directed exploratory activity. In accessible and engaging language, the author presents philosophical arguments that support the defence and development of non-authoritarian approaches to learning and teaching that can be used by individuals and groups working in or outside state-funded schools. In particular, she provides tried-and-tested guidelines for student-initiated curricula and a problem-based methodology for professional development and action research."--Bloomsbury Publishing.
