1. Record Nr. UNINA9910463068803321

Autore	Duarte Eduardo M
Titolo	Being and learning [[electronic resource]] : a poetic phenomenology of education / / Eduardo M. Duarte
Pubbl/distr/stampa	Rotterdam, : Sense Publishers, 2012
ISBN	94-6091-948-0
Edizione	[1st ed. 2012.]
Descrizione fisica	1 online resource (415 p.)
Disciplina	370
Soggetti	Education - Philosophy Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references and indexes.
Nota di contenuto	Preliminary Material -- Introduction -- Evocative Questioning -- The Calling of Socrates -- The Way of Lao-Tzu -- Plato's "Allegory of the Cave" -- The Dwelling of Heraclitus -- Aristotle's Critique -- The Saying of the Sage -- Meditative Thinking -- Zarathustra's Descent -- The Improvisational Art of Teaching/Learning -- (Re) Turning to the Originary Question -- Index of Names -- Key Terms.
Sommario/riassunto	"Education is not an art of putting sight into the eye that can already see, but one of turning the eye towards the proper gaze of Being. That' s what must be managed!" Plato insists. This claim is the take-off point for Eduardo Duarte's meditations on the metaphysics and ontology of teaching and learning. In Being and Learning he offers an account of learning as an attunement with Being's dynamic presencing and unconcealment, which Duarte explores as the capacity to respond and attend to the matter that stands before us, or, in Arendtian terms, to love the world, and to be with others in this world. This book of 'poetic thinking' is a chronicle of Duarte's ongoing exploration of the question of Being, a philosophical journey that has been guided primarily through a conversation with Heidegger, and which also includes the voices of Plato, Aristotle, Heraclitus, Nietzsche, as well Lao Tzu and the Buddha, among others. In Being and Learning, Duarte undertakes a 'phenomenology of the original': a writing that consciously and conspicuously interrupts the discursive field of work in philosophy of education. As the late Reiner Schurmann described this method: "it

	recalls the ancient beginnings and it anticipates a new beginning, the possible rise of a new economy among things, words and actions." Being and Learning is a work of parrhesia: a composition of free thought that disrupts the conventional practice of philosophy of education, and thereby open up gaps and spaces of possibility in the arrangement of words, concepts, and ideas in the field. With this work Eduardo Duarte is initiating new pathways of thinking about education.

2. Record Nr. UNINA9910483515403321

Autore	Kim Rina
Titolo	Mathematics Teaching and Learning : South Korean Elementary Teachers' Mathematical Knowledge for Teaching / / by Rina Kim, Lillie R. Albert
Pubbl/distr/stampa	Cham : , : Springer International Publishing : , : Imprint : Springer, , 2015
ISBN	9783319135427 3319135422
Edizione	[1st ed. 2015.]
Descrizione fisica	1 online resource (160 p.)
Disciplina	370
Soggetti	Educational technology Learning, Psychology of Digital Education and Educational Technology Instructional Psychology
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	CHAPTER 1: Introduction.- 1.1. Why elementary teachers' knowledge matter.- 1.2. Purpose of the Study and Research Question.- 1.3. Framework.- 1.3.1. Theoretical Orientation.- 1.3.2. Conceptual Framework.- 1.4. Organization of the Book.- References.- CHAPTER 2: A Pedagogical Overview of Related Research.- 2.1. Introduction.- 2.2. Sociocultural Theory.- 2.3. Research on Teachers' Mathematical Knowledge for Teaching.- 2.3.1. Shulman's Research on Teachers' Knowledge for Teaching.- 2.3.2. Fennema and Franke's Research on

Mathematics Teachers' Knowledge .- 2.3.3. Hill, Ball and Schilling's Research on Teachers' Mathematical Knowledge for Teaching.- 2.3.4. Mishra and Koehler's New Category of Teachers' Mathematical Knowledge for Teaching.- 2.5. Interpretive Summary and Critical Analysis.-References.- CHAPTER 3: Methodology.- 3.1. Introduction. - 3.2. Research Design.- 3.3. Participants.- 3.4. Settings -- 3.5. Data Collection.-3.6. Data Analysis.- References.- CHAPTER 4: Context of Elementary Mathematics Education in South Korea -- 4.1. Introduction.- 4.2. The National Curriculum in South Korea -- 4.3. The National Curriculum and Education Fever in South Korea -- 4.4. The National Mathematics Curriculum at the Elementary Level in South Korea .- 4.5. Summary.-References.- CHAPTER 5: Mathematics Curriculum Knowledge (MCK).- 5.1. Introduction -- 5.2. Mathematics Curriculum Knowledge in Mathematics Instruction.- 5.2.1. Using MCK When Developing and Instructional Process.- 5.2.2. Using MCK When Teaching the Lesson in a Classroom.- 5.2.3. Using MCK When Assessing Students' Work.- 5.3. Interpretative Summary.- References. - CHAPTER 6: Mathematics Learner Knowledge (MLK).- 6.1. Introduction.- 6.2. Mathematics Learner Knowledge.- 6.3. Mathematics Learner Knowledge in Mathematics Instruction.- 6.3.1. Using MLK When Developing and Instructional Process.- 6.3.2. Using MCK When Teaching the Lesson in aClassroom.- 6.3.3. Using MLK When Assessing Students' Work.- 6.4 Interpretative Summary.- References.- CHAPTER 7: Fundamental Mathematics Conceptual Knowledge (FMCK).- 7.1. Introduction.- 7.2. Fundamental Mathematics Conceptual Knowledge. - 7.3. Fundamental Mathematics Conceptual Knowledge in Mathematics Instruction -- 7.3.1. Using FMCK When Developing and Instructional Process -- 7.3.2. Using FMCK When Teaching the Lesson in a Classroom -- 7.3.3. Using FMLK When Assessing Students' Work.- 7.4. Interpretative Summary.- References.- CHAPTER 8: Mathematics Pedagogical Content Knowledge (MPCK) and Mathematics Pedagogical Procedural Knowledge (MPPK).- 8.1. Introduction.- 8.2. The Nature of Categories of Knowledge for Teaching Mathematics.- 8.3. The Relationship Among Categories of Knowledge for Teaching Mathematics.- 8.4. Mathematics Pedagogical Content Knowledge.- 8.5. Mathematics Pedagogical Procedural Knowledge.- 8.6. The Structure of South Korean Elementary Teachers' Knowledge for Teaching Mathematics.- 8.7. Interpretative Summary.- References.- CHAPTER 9: Concluding Remarks, Implications and Future Directions. - 9.1. Introduction.- 9.2. Relationship Among the Categories of Mathematical Knowledge.- 9.3. Conclusion and Implications.-9.5. Future Directions.- 9.6. Closing Comments -- References.

Sommario/riassunto

This analysis of elementary mathematics instruction in South Korea examines local successes while spotlighting global concerns of education professionals. Findings in this research reveal specific domains of mathematics knowledge that best influence students' understanding, retaining, and owning of content. Aspects of teacher knowledge studied go beyond mastery of the subject matter, extending to how educators impart knowledge and how learners develop productive relationships with information. These results suggest possibilities for future directions in teacher training, certification, and career development. Among the topics covered: Models and methods for studying mathematical knowledge for teaching. Teachers' knowledge for teaching mathematics: a history of the research. Five categories of elementary mathematics teachers' knowledge and how they interrelate in teaching. Uses of different types of educational knowledge in lesson planning, classroom teaching, and evaluating student work. The role of pedagogical procedure in establishing

pedagogical content knowledge. The social context of South Korea's National Mathematics Curriculum. By emphasizing teacher quality and school accountability, Mathematics Teaching and Learning identifies--and addresses--issues of pressing importance to education researchers, teacher educators, and mathematics educators, and has the potential to inform administrators and policymakers. .