

1. Record Nr.	UNINA9910787224703321
Titolo	Inclusive teaching : presence in the classroom // Cornell Thomas, editor
Pubbl/distr/stampa	San Francisco : , : Jossey-Bass, , [2014] ©2014
ISBN	1-119-03653-4 1-119-03634-8
Edizione	[1st ed.]
Descrizione fisica	1 online resource (99 p.)
Collana	New directions for teaching and learning ; ; number 140, Winter 2014
Disciplina	371.9046
Soggetti	Inclusive education Teachers - Attitudes
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 index.
Nota di contenuto	Inclusive Teaching: Presence in the Classroom; CONTENTS; FROM THE SERIES EDITOR; 1 No Longer Invisible; Introduction; Dreaming?; Filters; Inquiry Learning; Our Work Starts with the Heart; References; 2 Presence in the Classroom; The Meaning of Presence; Pedagogy of Presence; The We of Mutual Presence: An Intentional, Inclusive Community; Classroom Realities: A Concluding Unscientific Postscript; A Final Postconclusion Thought; References; 3 Identity, Status, and Culture: Examining Barriers of Success for Students from Low Socioeconomic Backgrounds; Introduction; The Problem; The Solution CriticalityIdentity Development; Example of Practice; Conclusion; References; 4 Addressing Racial Awareness and Color-Blindness in Higher Education; Racial Awareness and Color-Blindness; Negative Effects of Color-Blindness; Influences on Racial Awareness; Critical Race Theory Paradigm of Cultural Competency Training; Suggestions for Implementation; References; 5 The Value of Connectedness in Inclusive Teaching; References; 6 A Journey with a Refugee Family: Raising Culturally Relevant Teaching Awareness; Introduction; Culturally Relevant Teaching; Refugees in Texas; Refugee Family Project MethodologyFindings; We Were Prepared with All Sorts of Things, but . . .; I Was Nervous because of the Language Barrier; I've Never Been on the Bus; Do I Have to Take My Shoes Off before I Go into the

Apartment?; Their Faces Lit Up; Now I Can; Conclusion and Recommendations; References; Appendix; List of Internet Resources; 7
Difference Does Not Mean Less Than: Our Pathway for Educating an Entire Nation of Learners; Next Step: Connecting; References; 8
Curriculum Retention and Programming for Inclusive Teaching; Introduction; Curricula; Programming; Example of Practice; Conclusion
ReferencesINDEX; Other Titles; Order Form; EULA

Sommario/riassunto

In this volume, the authors focus on the importance of inclusive teaching and the role faculty can play in helping students achieve, though not necessarily in the same way. To teach with a focus on inclusion means to believe that every person has the ability to learn. It means that most individuals want to learn, to improve their ability to better understand the world in which they live, and to be able to navigate their pathways of life. This volume includes the following topics: best practices for teaching students with social, economic, gender, or ethnic differences adjustments to the teaching
