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Titolo	Reflections from the field [[electronic resource]] : how coaching made us better teachers // Eric J. DeMeulenaere, Colette N. Cann ; with Chad R. Malone and James E. McDermott
Pubbl/distr/stampa	Charlotte, N.C., : Information Age Pub., 2013
ISBN	1-62396-270-6
Descrizione fisica	1 online resource (123 p.)
Altri autori (Persone)	CannColette N MaloneChad R McDermottJames E., 1947
Disciplina	371.102
Soggetti	Teaching Coaches (Athletics) Classroom management
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.
Nota di contenuto	Format and methods of the book -- How to read this book -- Winning has little to do with the score / James E. McDermott -- Commentary on coach McDermott's narrative -- Affirming students' resistance -- Aligning with youth -- Risk-taking -- Creatively embracing conflict -- Forging new norms in spaces of trust -- The lie is more sinful than the score / Chad R. Malone -- Commentary on coach Malone's narrative -- Direct, explicit instruction -- Concept attainment, automaticity and focus -- Engineering failure -- Learning to detrack on the volleyball court / Colette N. Cann -- Commentary on coach Cann's narrative -- Lessons from the soccer field / Eric J. DeMeulenaere -- The first practice -- Building a team -- Game time -- From the field to the classroom -- Conclusion -- Commentary on coach DeMeulenaere's narrative -- The "classroom management" framework -- The classroom community framework -- New models of leadership -- Reconciliations -- Does the score matter? -- Stars in our midst -- The dynamic coach at the center of the team? -- Reflections from the field and classroom -- Caring -- Meaningful, reciprocal relationships marked by listening -- Acknowledging, discussing, and acting against institutional

oppression -- High expectations and support structures -- Teaching as praxis -- Teacher/coach as a social scientist -- Socratic disposition -- Implications.
