

1. Record Nr.	UNINA9910511741603321
Autore	Wlodkowski Raymond J.
Titolo	Living a Motivated Life : : A Memoir and Activities / / Raymond J. Wlodkowski
Pubbl/distr/stampa	Leiden, ; Boston : , : Brill Sense, , 2019
ISBN	90-04-38834-6
Descrizione fisica	1 online resource (202 pages)
Disciplina	371.100922
Soggetti	Motivation (Psychology) Self-actualization (Psychology) Personality Electronic books.
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Front Matter -- Copyright page -- -- -- Acknowledgements -- About the Author -- Introduction -- Prologue -- Memoir -- Real Life Education -- Sister Mary Desiderata -- Having a Ball -- Doing Duty -- Lucking Out -- Learning to Flow -- Transformative Friendship -- Teacher Newbie -- Teaching Troubles -- There Are Ways -- Entering a Life of Study -- Human Relations -- Therapy Lessons -- Adult Learning -- Perspectives and Connections -- Conversations of Respect -- Activities -- An Overview of Intrinsic Motivation, Flow, and Vital Engagement -- Transformative Learning: A Partner to Intrinsic Motivation throughout Life -- Learning to Evoke and Sustain Intrinsic Motivation with Transformative Learning -- Back Matter -- Notes and References.
Sommario/riassunto	What if, as psychologists and adult educators advocate, a person chose a life where his motivation for the work itself determined what he did? Living a Motivated Life: A Memoir and Activities follows the author through forty years, revealing how he selected vocational pursuits guided by his understanding of intrinsic motivation and transformative learning . As a compass for relevant decisions, these ideas gave energy and purpose to how he lived, and an instinct as sure as sight for the future. Written with nuance, humor, and unpredictability, this story

renders how he came to appreciate learning for the pleasure of learning. Facing similar challenges as those of today's first generation college students, the memoir narrates his unexpected college enrollment, his friendship with an ancient history professor, and his triumphs and travails as teacher, psychologist, human relations specialist, psychotherapist, and adult educator. This is the first memoir of someone who consciously chose to lead a professional life to experience flow on a daily basis. It is an important step in the integration and evolution of intrinsic motivation theory and transformative learning. But it reaches beyond this outcome, sharing how the author aspired to be better at what he valued and showing how he discovered and extended these ideas to others.

2. Record Nr.	UNISA996215880103316
Titolo	Children & schools
Pubbl/distr/stampa	Washington, DC, : National Association of Social Workers Oxford, : Oxford Academic
ISSN	1545-682X
Disciplina	371
Soggetti	School social work School social work - Law and legislation Social Work Sociology School Health Services Child Humans Service social scolaire Service social scolaire - Droit Droit Éducation Service social Services aux élèves Travail social Periodicals. Périodique électronique (Descripteur de forme) Ressource Internet (Descripteur de forme) États-Unis

Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Periodico
Note generali	Refereed/Peer-reviewed
3. Record Nr.	UNINA9910795337903321
Titolo	The negotiated self [[e-book]] : employing reflexive inquiry to explore teacher identity // edited by Ellyn Lyle
Pubbl/distr/stampa	Leiden ; ; Boston, MA : , : Brill Sense, , [2018]
ISBN	90-04-38890-7
Descrizione fisica	1 online resource (257 pages)
Disciplina	370.711
Soggetti	Teachers - Training of Teachers - In-service training Identity (Psychology) Teaching - Social aspects Teaching - Evaluation Reflective teaching
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references.
Nota di contenuto	Front Matter -- Copyright page -- Foreword: Advice in this Liquid Midst / David W. Jardine -- List of Figures -- Notes on Contributors -- Untangling Sel(f)ves through A/R/Tography / Ellyn Lyle -- Butterflies in the Knapsack: An Exploration of a Teacher's Identity / Julie K. Corkett -- Trumpism, Truthiness, and the Gospel of Education / Sean Wiebe -- Learning to Become a Pedagogically-Engaged, Democratic Teacher: Self-Study Using Dewey's Reflective Thinking Method / Isabel Martínez-Cuenca -- Reflexive Inquiry, Artistic Selves, and Epistemological Expansion / Heather McLeod , Cecile Badenhorst and Haley Toll -- (Re)Constructing Anti-Colonial Teacher Identities through Reflexive Inquiry / Adrian Downey and Casey Burkholder -- Exploring Ecological Literacy in Teacher Identity: Reflexive Inquiry through a

Learning Garden Curricula / Andrejs Kulnieks and Kelly Young -- Responding Aesthetically: Using Artistic Expression and Dialogical Reflection to Transform Adversity / Sara Florence Davidson -- Teacher Identity in Formation: Social Change, Student Engagement, and a Spiritual Encounter / Guopeng Fu and Anthony Clarke -- Currere: Negotiating One's Failure to Represent / Valerie Triggs -- Who Are You? Developing Teacher Identity Through an Ethics of Intersubjectivity / Lana Parker -- Self-Defining as Professionally Secular in the Public Space: Reflecting on Teacher Identity and Practice / Melanie Bennett-Stonebanks and C. Darius Stonebanks -- Sharing Stories: Duoethnographically Evoking Mathematics Teacher Identities through Narratives / Derek Markides and Sandy Miller -- Becoming Community: Ranya's Story of Intergenerational Teaching and Learning in Art Education / Anita Sinner -- Symbolic World, Reflexivity, and Intentionality in the Construction of Academic Professional Identities (APIs) / Evelyn Morales Vázquez -- Critical Conversations on Reflexive Inquiry in Field Experiences / S. Laurie Hill , Amy Burns , Patricia Danyluk and Kathryn Crawford -- Preservice Teachers Explore Their Development as Teachers of Reading / Beverley Brenna and Andrea Dunk -- Insider/Outsider: Border Crossing, Liminality, and Disrupting Concepts of Teacher Identities through a Prototypical Lens / Christine Cho -- Reflexive Inquiry as a Scaffold for Teacher Identity Exploration during the First Year of Teaching / Dana Vedder-Weiss , Liel Biran , Avi Kaplan and Joanna K. Garner.

Sommario/riassunto

Teacher identity resides in the foundational beliefs and assumptions educators have about teaching and learning. These beliefs and assumptions develop both inside and outside of the classroom, blurring the lines between the professional and the personal. Examining the development of teacher identity at this intersection requires a unique reflexive capacity. Reflexive inquiry is both established and continually emerging. At its most basic, reflexivity refers to researchers' consciousness of their role in and effect on both the act of doing research and arriving at research findings. In making central the role of the researcher in the research process, reflexive inquiry interrogates agency while examining philosophical notions about the nature of knowledge. While advancements have been made in investigating the relationship between teacher knowledge and teacher practice, the research often fails to connect this meaning with self-knowledge and issues of identity. Through a consideration of these tenets, the authors in this collection embrace critical, qualitative, creative, and arts-integrated approaches to examine ways that reflexive inquiry supports studies in teacher identity. Moving between theory and lived experience, the authors individually and collectively lay bare teacher identity as negotiated while evidencing the epistemological merits of reflexive inquiry.
