

1. Record Nr.	UNINA9910822420303321
Autore	Rieser Fabian
Titolo	Experts as effective teachers : understanding the relevance of cognition, emotion, and relation in education // Fabian Rieser
Pubbl/distr/stampa	Lanham : , : Rowman & Littlefield, , [2015] ©2015
ISBN	1-4758-2124-7
Descrizione fisica	1 online resource (213 p.)
Disciplina	371.102
Soggetti	Teacher effectiveness Specialists
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	Contents; Preface: A New Approach toward Education; Acknowledgments; Introduction. A Guide to the Reader: Aims and Organization of This Book; Chapter One. Experts as Educators; Chapter Two. Line of Argumentation and Methodological Approach; Part I. COGNITION IN LEARNING AND TEACHING; Chapter Three. Cognition, Culture, and the Brain; Chapter Four. Cognition of Actions and Intention; Chapter Five. Cognition, Interaction, and Language; Chapter Six. Cognition and Learning; Chapter Seven. Transfer to Educational Practice: Cognition and Experts Part II. SIGNIFICANCE OF EMOTION IN EDUCATIONAL PROCESSESChapter Eight. Emotion and Cognition; Chapter Nine. Emotion and Motivation; Chapter Ten. Emotion in Detail: Fear; Chapter Eleven. Transfer to Education; Chapter Twelve. Emotions and Experts; Part III. RELEVANCE OF RELATION IN EDUCATIONAL INTERACTION; Chapter Thirteen. The Topic of Relation in Public and Scientific Discourse; Chapter Fourteen. Educational Relations as Roles and Practices; Chapter Fifteen. Educational Relations and the Relevance of Emotions; Chapter Sixteen. Attachment, Educational Relation, and Experts Chapter Seventeen. Experts as Educators: Risk and Opportunity?Chapter Eighteen. The Significance of Cognition, Emotion, and Relation in Teaching; Bibliography; About the Author

Sommario/riassunto

Experts as Effective Teachers: Understanding the Relevance of Cognition, Emotion, and Relation in Education wishes to inspire experts to reflect upon their practice as teachers from a cognitive, emotional and relational point of view and to derive from this reflection new perspectives for their own teaching methods. Thus, they may be enabled to match the professionalism of their already existing expertise in the field with the professional level of their teaching.
