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| Nota di contenuto | Intro -- CONTENTS -- PREFACE -- INTRODUCTION: THE TALK AND THE WALK OF DEMOCRATIC TEACHER EDUCATION by John M. Novak -- SECTION I: PROGRAMS -- Introduction -- 1. The Institute for Democracy in Education Supporting Democratic Teachers by George Wood -- 2. Foxfire Teachers' Networks (Viewed Through Maxine |

Greene's The Dialectic of Freedom) by Hilton Smith -- 3. Doing Women's Studies Possibilities and Challenges in Democratic Praxis by Cecilia Reynolds -- 4. Democratic Empowerment and Secondary Teacher Education by Thomas E. Kelly -- 5. Teaching for Democracy Preparing Teachers to Teach Democratically by Keith Hillkirk -- 6. Deliberately Developing Democratic Teachers in a Year by Barbara McEwan -- 7. An Institute for Independence Through Action, Process, and Theory by J. Cynthia McDermott -- SECTION II: PROCESSES -- Introduction -- 8. Only by Living Them by Heidi Watts -- 9. Control and Contradiction in Democratic Teacher Education: Classroom and Curriculum Approaches by Suzanne SooHoo and Thomas C. Wilson -- 10. Democracy in Education: A Foxfire Experience by Janet C. Fortune -- 11. The Democratic Process in Teacher Education: Two Case Studies by Lisa A. Bloom and Mary Jean Ronan Herzog -- 12. Skin-Game: Race and Racism in Teaching and Teacher Education by William Ayers -- 13. Radical Change in Assessment: A Catalyst for Democratic Education by Carol Lieber, Ed Mikel, and Sunny Pervil -- SECTION III: PROSPECTS -- Conclusion: Prospecting for Democratic Teacher Education by John M. Novak -- NOTES ON CONTRIBUTORS -- INDEX -- A -- B -- C -- D -- E -- F -- G -- H -- I -- J -- K -- L -- M -- N -- O -- P -- Q -- R -- S -- T -- U -- V -- W.

Sommario/riassunto

This book captures the spirit, richness, and diversity of democratic teacher educators as they put their ideas into practice in creative and persistent ways. Using a diverse group of democratic educational projects from throughout North America, this volume taps into varied ways teacher educators from large state institutions, small rural colleges, urban private universities, new academic programs, special teacher development centers, and public voluntary citizen organizations are working to create the resources and opportunities for teachers to develop the skills and confidence necessary to promote sustained democratic processes. John M. Novak is Professor of Education at Brock University where he also served as Chair of Graduate Studies. He is co-author of *Inviting School Success*, and *Education: By Invitation Only*, in addition to being editor of *Advancing Invitational Thinking*. Since 1984 he has served as editor of *Insights*, a publication of the John Dewey Society for the Study of Education and Culture.
