

Alicia R. Crowe · Alexander Cuenca
Editors

Rethinking Social Studies Teacher Education in the Twenty-First Century

 Springer

Rethinking Studies Teacher Education Twenty First

Suniti Sharma, Althier M. Lazar



Rethinking Studies Teacher Education Twenty First:

Rethinking Social Studies Teacher Education in the Twenty-First Century Alicia R. Crowe, Alexander Cuenca, 2015-11-26
In this volume teacher educators explicitly and implicitly share their visions for the purposes experiences and commitments necessary for social studies teacher preparation in the twenty first century It is divided into six sections where authors reconsider 1 purposes 2 course curricula 3 collaboration with on campus partners 4 field experiences 5 community connections and 6 research and the political nature of social studies teacher education The chapters within each section provide critical insights for social studies researchers teacher educators and teacher education programs Whether readers begin to question what are we teaching social studies teachers for who should we collaborate with to advance teacher learning or how should we engage in the politics of teacher education this volume leads us to consider what ideas structures and connections are most worthwhile for social studies teacher education in the twenty first century to pursue

Rethinking Teacher Education for the 21st Century Wioleta Danilewicz, Alicja Korzeniecka-Bondar, Marta Kowalczyk-Walędziak, Gracienne Maria Louisa Veronica Lauwers, 2019-09-09 This book focuses on current trends potential challenges and further developments of teacher education and professional development from a theoretical empirical and practical point of view It intends to provide valuable and fresh insights from research studies and examples of best practices from Europe and all over the world The authors deal with the strengths and limitations of different models strategies approaches and policies related to teacher education and professional development in and for changing times digitization multiculturalism pressure to perform

The Wiley International Handbook of History Teaching and Learning Scott Alan Metzger, Lauren McArthur Harris, 2018-04-10 A comprehensive review of the research literature on history education with contributions from international experts The Wiley International Handbook of History Teaching and Learning draws on contributions from an international panel of experts Their writings explore the growth the field has experienced in the past three decades and offer observations on challenges and opportunities for the future The contributors represent a wide range of pioneering established and promising new scholars with diverse perspectives on history education Comprehensive in scope the contributions cover major themes and issues in history education including policy research and societal contexts conceptual constructs of history education ideologies identities and group experiences in history education practices and learning historical literacies texts media and social spaces and consensus and dissent This vital resource Contains original writings by more than 40 scholars from seven countries Identifies major themes and issues shaping history education today Highlights history education as a distinct field of scholarly inquiry and academic practice Presents an authoritative survey of where the field has been and offers a view of what the future may hold Written for scholars and students of education as well as history teachers with an interest in the current issues in their field The Wiley International Handbook of History Teaching and Learning is a comprehensive handbook that explores the increasingly global field of history education as it has evolved to

the present day **Rethinking 21st Century Diversity in Teacher Preparation, K-12 Education, and School Policy**
Suniti Sharma,Althier M. Lazar,2019-01-14 This book offers educators new understandings of 21st century diversity emerging from contemporary national events within the U S global movements and changes in the world political order that have long lasting impact on local education and call for rethinking traditional generalizations and empirical prescriptions for inclusivity in teaching and learning The book expands the literature on teacher preparation and intercultural education by providing the educational community with critical perspectives theoretical approaches and research methodologies for educational inquiry responsive to diversity Driven by changes in classroom diversity this book offers educators researchers and policy makers a language for articulating complex differences in educational reform policy and practice

(Re)Imagining Elementary Social Studies Sarah B. Shear,Christina M. Tschida,Elizabeth Bellows,Lisa Brown Buchanan,Elizabeth E. Saylor,2018-01-01 The field of elementary social studies is a specific space that has historically been granted unequal value in the larger arena of social studies education and research This reader stands out as a collection of approaches aimed specifically at teaching controversial issues in elementary social studies This reader challenges social studies education i e classrooms teacher education programs and research to engage controversial issues those topics that are politically religiously or are otherwise ideologically charged and make people especially teachers uncomfortable in profound ways at the elementary level This reader meant for elementary educators preservice teachers and social studies teacher educators offers an innovative vision from a new generation of social studies teacher educators and researchers fighting against the forces of neoliberalism and the marginalization of our field The reader is organized into three sections 1 pushing the boundaries of how the field talks about elementary social studies 2 elementary social studies teacher education and 3 elementary social studies teaching and learning Individual chapters either A conceptually unpack a specific controversial issue e g Islamophobia Indian Boarding Schools LGBT issues in schools and how that issue should be incorporated in an elementary social studies methods courses and classrooms or B present research on elementary preservice teachers or how elementary teachers and students engage controversial issues This reader unpacks specific controversial issues for elementary social studies for readers to gain critical content knowledge teaching tips lesson ideas and recommended resources Endorsement Re Imagining Elementary Social Studies is a timely and powerful collection that offers the best of what social studies education could and should be Grounded in a politics of social justice this book should be used in all elementary social studies methods courses and schools in order to develop the kinds of teachers the world needs today Wayne Au Professor University of Washington Bothell Editor Rethinking Schools **Social Context Reform**
Paul Thomas,Brad J. Porfilio,Julie Gorlewski,Paul R. Carr,2014-06-20 Currently both the status quo of public education and the No Excuses Reform policies are identical The reform offers a popular and compelling narrative based on the meritocracy and rugged individualism myths that are supposed to define American idealism This volume will refute this ideology by

proposing Social Context Reform a term coined by Paul Thomas which argues for educational change within a larger plan to reform social inequity such as access to health care food higher employment better wages and job security Since the accountability era in the early 1980s policy public discourse media coverage and scholarly works have focused primarily on reforming schools themselves Here the evidence that school only reform does not work is combined with a bold argument to expand the discourse and policy surrounding education reform to include how social school and classroom reform must work in unison to achieve goals of democracy equity and opportunity both in and through public education This volume will include a wide variety of essays from leading critical scholars addressing the complex elements of social context reform all of which address the need to re conceptualize accountability and to seek equity and opportunity in social and education reform

School Rethink 2.0 Frederick M. Hess, Michael B. Horn, Juliet Squire, 2025-02-12 Ten brilliant approaches that are disrupting US education and actionable advice for their broader implementation *Rethinking English in Schools* Viv Ellis, Carol Fox, Brian Street, 2007-11-20 Why should young people study a subject called English This question lies at the heart of this fascinating monograph which brings together the diverse perspectives of many leading thinkers about English and literacy education This meticulously researched and well written collection takes as its starting point the importance of the history of the subject in the formation of its constitution and its boundaries First and foremost it proposes that questions of aims and values have informed these choices Equally it suggests that returning to these educational questions helps us to understand curriculum and pedagogy in complex ways that a simple focus on content and methods neglects Curriculum and pedagogy bring learners teachers institutions and the wider society into the debate *Rethinking Teacher Education* Richard Smith, David Lynch, 2010 From the people who turned teacher education on its ear in Australia in 2001 comes a text about preparing the next generation of teachers Richard Smith and David Lynch two of Australia's leading teacher education researchers and the architects of the acclaimed Bachelor of Learning Management program BLM take their previously published ideas about teaching and teacher education further to detail a new paradigm in the preparation of teachers Drawing on 30 years of teacher education research and their own experiences in redeveloping teacher education in Australia Smith and Lynch explore what it means to be a teacher in the 2000s outlining a new vision for the preparation of teachers in a Knowledge Age *Rethinking Children's Play* Fraser Brown, Michael Patte, 2013-01-17 A thought provoking re examination of children's play drawing together insights and experiences across fields such as education sociology philosophy and psychology to encourage an inter disciplinary approach

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