

Exploring more signature pedagogies: Approaches to teaching disciplinary habits of the mind.



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Exploring More Signature Pedagogical Approaches to Teaching Disciplinary Habits of the Mind

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Document Type

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Description

What is distinctive about the ways specific disciplines are taught and what kinds of learning do they promote? Do they inculcate a discipline itself, or do they inadvertently contradict or ignore it? By analyzing assumptions about often unexamined teaching practices, history, and relevance in contemporary learning contexts, this book offers teachers a fresh way to both think about their impact on students and more effective ways to engage students in authentic learning.

This companion volume to *Exploring Signature Pedagogies* addressed in the earlier volume and further expands the interrogating the teaching methods in interdisciplinary fields and professions, critically returning to Lee S. Shulman's original signature pedagogies. This volume also differs from the authors from across the United States, as well as Ireland.

The first section examines the signature pedagogies in arts fields of philosophy, foreign language instruction, design, and arts entrepreneurship. The second section examines pedagogies in the social and natural sciences: political science and chemistry. Section three highlights the interdisciplinary pedagogies, women's studies, and disability studies; and with four chapters on professional pedagogies – nursing, social work, and teacher education – that illustrate how they change as the social context changes, as their knowledge of online delivery of instruction increases.

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