

Trumpet Pedagogy By David Hickman

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this book provides a wide ranging and in depth theoretical perspective on dialogue in teaching it explores the philosophy of dialogism as a social theory of language and explains its importance in teaching and learning departing from the more traditional teacher led mode of teacher student communication the dialogic approach is more egalitarian and focuses on the discourse exchange between the parties authors explore connections between dialogic pedagogy and sociocultural learning theory and argue that dialogic interaction between teacher and learners is vital if instruction is to lead to cognitive development the book also presents prosody as a critical resource for understanding between teachers and students and includes some of the first empirical studies of speech prosody in classroom discourse

the idea of fragmentation has transformed the living convivial pursuit of knowledge into something akin to an industrial assembly line schooling in

north america is inherently based on this idea working against the spirit of pedagogy and the very nature of knowledge itself fragmentation has lead to practices that are easily recognizable in schools such as surveillance colonization leveling standardization normalization and even oppression the logic of fragmentation has lead to the breaking apart of the living disciplines of knowledge entrusted to teachers and students in the classroom in this profound and challenging book david jardine explores some of the historical and philosophical ancestries of the logic of fragmentation and then lays out how the logic of fragmentation is being interrupted by progressive contemporary thinking about the nature of knowledge and its pursuit jardine uses real classroom examples to show how inspiring teachers and students have stepped out from the normal rigidity of the school system to pursue a pedagogy left in peace

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in this provocative book david mcnamara argues that a teacher centred approach to teaching in the primary school especially in the later years is actually in the best interests of the children that the teacher must be seen to have ultimate responsibility for what and how children learn he attempts to define the distinctive professional expertise of the primary teacher the application of subject knowledge within the special circumstances of the classroom and to show how this expertise can be articulated to establish a body of educational knowledge which is both derived from practice and practically useful to others at a time when increasing emphasis is being placed on the role of the practising teacher as a mentor in initial teacher education this book will help teachers at all levels to define their own role in the creation of educational knowledge

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