

שאלתה: מבט היסטורי עולמי על הכשרת מורים ומורים

History of teacher education

.1

TI: THE CASE FOR HISTORY OF EDUCATION IN TEACHER EDUCATION

AU: EDIGER, MARLOW

SO: Education; Summer2018, Vol. 138 Issue 4, p353-355

Abstract:

Students have much to benefit from courses pertaining to the history of the teaching profession. History of education, as a course to be taken in teacher education, has been greatly minimized in the ensuing years. Approximately six per cent of colleges/universities require a course in this area for prospective teachers. When being a student in the undergraduate, Master's degree, as well as the Doctorate in Education levels, one or two history of education courses were required within each degree. A part of my teaching load in 1962-1964 was to teach History of Education for two school years in teacher preparation classes. When retiring in 1992 after thirty years of University teaching, history of education was taught, only, as a part of the course Foundations of Education. How salient is History of Education in teacher education preparation programs? In my graduate Elementary School Curriculum class, a history of education was taught, very briefly, as a small part of the course content.

2.

TI: Interrogating the Intersections Between General and Special Education in the History of Teacher Education Reform

AU: Blanton, Linda P; Pugach, Marleen C; Boveda, Mildred

SO: Journal of Teacher Education; Sep/Oct2018, Vol. 66 Issue 4, p354-366

Abstract:

This article provides an historical analysis of major reforms in teacher education, beginning in the 1970s, specifically focusing on the opportunities each reform presented to build a shared agenda across pre-service general and special education, and the constraints that operated on them. The analysis revealed the existence of several such intersections, each of which created substantive occasions for joint action across general and special education at every stage of teacher education reform. However, four factors—policy, funding, timing, and norms of separation—appear to have operated as constraints upon mining the capacity of these potential intersections. If the promise of a cohesive system of education capable of and committed to supporting struggling students across multiple and intersecting diversities is to be realized, it will be critical to coalesce around a comprehensive equity agenda that builds on the intersections that continue to exist between general and special education

3.

TI: A History of Community Art Education at Concordia University: Educating the Artist-Teacher Through Practice and Collaboration

AU: Vaughan, Kathleen; Lévesque, Michel; Szabad-Smyth, Linda

SO: Studies in Art Education; 2017, Vol. 58 Issue 1, p28-38

Abstract:

With art education at Concordia University (Montreal, Canada) celebrating 50 years of program delivery, this article offers a self-study history of the university's community art education program for undergraduate artist-teachers. Drawing on case study, archival, and oral history methods, this research situates key program events within their university and Montreal contexts and addresses three questions: How did community art education emerge as a teaching direction at Concordia University? What key moments, projects, and themes emerge from a historical review of the past 50 years of curriculum development and teaching activities? What does a review of the history of the teaching of community art education at Concordia University suggest for its future and for the work of other historical researchers? The article identifies practice and collaboration as two enduring themes, and ends with guiding questions to encourage future research

4.

TI: Emancipation Through Education, The Dreams of Organised Teachers: Remembering Our History Herbison Lecture

AU: Jesson, Joce

SO: New Zealand Journal of Educational Studies; Nov2016, Vol. 51 Issue 2, p257-267,

Abstract:

This presentation retraces some of the often forgotten history, dating back to 1860s, of Aotearoa/New Zealand that formed aspects of our education structures. Of particular interest is the relationship between educational innovation and change that came about through the active involvement of teachers as policy champions as they pursued their goal of a professional project, that of building an education system for a nation. These long established but evolving processes form part of the professional identity of teachers across all levels-early childhood, primary, secondary, tertiary and higher education, with implications for both current and future policy changes. Some aspects have become marginalised, ignored or simply forgotten. This talk foregrounds some of those areas bringing them back in alongside or parallel with the mainstream, to be highlighted in this Herbison address.

5.

TI: A 'usable past' of teacher education in England: history in JET's anniversary issue.

AU: Beckett, Lori; Nuttall, Amanda

SO: Journal of Education for Teaching; Dec2017, Vol. 43 Issue 5, p616-627

Abstract:

The recent JET Anniversary Virtual Special Issue, abbreviated here to JET@40, reproduced its very first editorial with selected articles from Britain and abroad published in subsequent decades. The journal first came into being as a response to damning criticism of the profession via government-sponsored reports and reviews but also to encourage informed debate with particular focus on notions

of 'good teaching' and the 'good teacher'. In this paper, we engage with selected contributions in JET@40 to tease out an historical map for teacher education. The task is to glean a sense of the past which resonates with our co-developed, research-informed teacher education programme, and gives insight to a lack of institutional and political support to encourage teacher research activity that interrogates the effects of poverty and cumulative multiple deprivation on disadvantaged students' lives, learning and urban schooling experiences. Our argument is that JET@40 not only provides us with an indication of the best of what is known and practised but also a 'usable past' or history of specific professional insights to inform debate about possibilities and predicaments in our own teacher education programme

6.

TI: History of mathematics in secondary school teachers' training: towards a nonviolent mathematics education.

AU: Guillemette, David

SO: Educational Studies in Mathematics; Nov2017, Vol. 96 Issue 3, p349-365

Abstract:

In the context of mathematics teachers' training, the concept of *dépaysement épistémologique* (epistemological disorientation) emphasizes that the contact with the history of mathematics, particularly with the use of original sources, pushes aside commonplace students' perspectives about the discipline and offers them a critical look towards mathematics's historical, social and cultural aspects. Conceptually supported by the theory of objectivation, an emergent sociocultural theory in mathematics education, this study describes the *dépaysement épistémologique* lived by future mathematics teachers engaged in the reading of historical texts. A phenomenological approach allowed us to clarify various meanings associated with students' lived experiences and a dialogical perspective provides a way to get these meanings in tension through a polyphonic narration. Our reading of this polyphonic narration suggests that *dépaysement épistémologique* associated with the reading of historical texts encouraged empathy from students towards the authors and their future learners, opening up the possibility for a nonviolent mathematics education.

7.

TI: Preschool Teacher Education in China: History, Achievements, Problems and Prospects

AU: Shangwei Li; Changjie Deng

SO: E-Pedagogium; 2016, Issue 2, p120-132

Abstract:

The purpose of this paper is to sum up the pros and cons of preschool teacher education in China. Preschool teacher education has experienced a century, formed more perfect management system and internal structure, produced some useful research results, and greatly promoted the development of preschool education in China. However, Chinese preschool teacher education has still imperfect management systems and structure, and impertinent practice and research. Therefore, China should further improve ecological environment and structure, enhance the effectiveness of theory and practice in preschool teacher education and pay deeper attention to the rural preschool teacher education in the future

8.

TI: Life history insights into the early childhood and education experiences of Froebel trainee teachers 1952–1967

AU: Hoskins, Kate; Smedley, Sue

SO: History of Education; Mar2016, Vol. 45 Issue 2, p206-224

Abstract:

Drawing on life-history interview data collected as part of a research project funded by the Froebel Trust, this paper explores the family backgrounds and educational experiences reported by nine women who attended Froebel College located in London in the United Kingdom (UK), in the 1950s and 1960s. Informed by Bourdieu's theories of habitus and field and theories of identity, this paper explores any shared habitus and dispositions within the early childhood and family milieu reported by the participants. The paper also considers the women's educational experiences and their stories of getting into Froebel College, reflecting on the commonality

of family values and the secondary education pathways they reported. The findings show some striking resonances between Froebel's educational ideals, in particular his belief in the mystical and transformative power of learning through play and engaging with nature, and the participants' stories of their early childhood experiences.

9.

TI: DEVELOPMENT OF HISTORY OF EDUCATION IN THE CONTEXT OF TEACHER TRAINING IN UNIVERSITIES: THE CASE OF LATVIA AND BELGIUM.

AU: Kestere, Iveta; Ozola, Iveta

SO: Bridges / Tiltai; 2014, Vol. 66 Issue 1, p13-28

Abstract:

The aim of this study is to seek answers to the following questions: 1) How has the formation and development of the history of education interacted with teacher training in universities? 2) How did the Iron Curtain influence the development of the history of education in Latvia and how can the consequences of Soviet era in the history of education be overcome? 3) What kind of history of education is suitable for teacher training programmes today? These questions are researched based on the analysis of the history of pedagogy as a course in Latvian and Belgian universities

10

TI: The History of Early Childhood Education Affects Everything: Preservice Early Childhood Teachers' Connection to Educational History

AU: Woitte, Sherry; Prochner, Larry

SO: Early Childhood Education; 2015, Vol. 43 Issue 1, p27-30

Abstract:

This article examines connections that preservice early childhood teachers make between the study of education history and the development of their teaching philosophy. It builds on our earlier research in which we examined various aspects of the history

chapters of early childhood textbooks, leading us to ask where preservice teachers saw the value of educational history. In our examination of the data from the preservice teachers, we also referred to the Standards for Early Childhood Professional Preparation (National Association for the Education of Young Children 2010) to determine where connections were made between educational history and philosophy development. We found general agreement that knowing the field's history was a critical part of becoming a professional.

11.

TI: From Neglect to Nexus: Examining the Place of Educational History in Teacher Education

AU: Christou, Theodore; Sears, Alan

SO: Encounters on Education; Fall2011, Vol. 12, p37-57

Abstract

In faculties of education across North America, the so-called foundations of education are in crisis. Pressure to shorten teacher education programs and to focus on developing the instrumental skills of new teachers has resulted in courses in philosophy, history, sociology, anthropology, and psychology being moved from the core of teacher education to the periphery. This paper describes the decline of history in teacher education using the Faculty of Education at Queen's University as a case study. We contend this decline occurred more by systematic neglect of history's value in professional education than by overt attack on its position as one of "the foundations" of the field. We go on to argue that history, properly taught, has the potential to provide a powerful nexus to teacher education programs helping new teachers locate themselves and individualize their personal beliefs in relation to the vast body of professional knowledge that is circulated and recycled about policy and practice

12.

TI: 'That great educational experiment': the City of London Vacation Course in Education 1922–1938: a forgotten story in the history of teacher professional development

AU: Robinson, Wendy

SO: History of Education; Sep2011, Vol. 40 Issue 5, p557-575

Abstract:

Each summer between 1922 and 1938, up to 500 elementary school teachers from across Britain, and some from overseas, joined together in London for a two-week residential vacation course. Organised by Evans' Brothers Publishers and patronised by leading educationists, politicians and policy-makers, the City of London Vacation Course came to be regarded as an important annual educational institution and a cutting-edge exemplar of teacher professional development. In spite of this apparent fame, it appears to have been entirely overlooked in the history of teacher education. This paper seeks to recover the lost story of the City of London Vacation Course and documents its educational and professional focus and its social and cultural function. Locating it within a wider educational, economic and political climate, the paper also examines how the City of London Vacation Course somehow captured and embodied the promise of an emergent new professionalism for elementary teachers during that period

13.

TI: **O.L. DAVIS, JR., AND THE HISTORY OF TEACHER EDUCATION.**

AU: Spearman, Mindy

SO: Curriculum & Teaching Dialogue; 2009, Vol. 11 Issue 1/2, p53-59

Abstract:

The author discusses the ideas of U.S. curriculum professor O. L. Davis Jr. on the historical development of teacher education. She notes that Davis clarified the critical role of teachers and teacher education in the success of a public school system. She cites that Davis believed that there is a critical need for scholarship that deals with the origin of teacher education. She adds that the professor also encouraged perseverance when conducting research on the history of teacher education

14.

TI: Bridging the "Widest Street in the World" Reflections on the History of Teacher Education

AU: Mirel, Jeffrey

SO: American Educator; Summer2011, Vol. 35 Issue 2, p6-12,

Abstract:

The article outlines the history of teacher education in the U.S. It is believed that the liberal arts faculty members of Columbia University in New York City dismiss the educational methods focusing on children. It notes that people debate on the significance of subject matter and pedagogical methods in teacher training programs. It points out the scarcity of dialogues between the faculty members of education school and their liberal arts colleagues on how to train teachers in the 20th century

15.

TI: Situating History So It Counts: Learning from Education History's Shift toward Marginalization in U. S. Teacher Education.

AU: Murrow, Sonia E.

SO: Journal of Thought; Summer2006, Vol. 41 Issue 2, p9-22

Abstract:

Discusses the importance of the marginalization of educational history in U.S. teacher education. Ways that historical study can contribute to teachers' knowledge; Relevance of the educational history to decision-making in education according to historians, including David Tyack; Proposal of changes in the way teacher education was conceived in the 1970s and 1980s; Need for the inclusion of history in teacher education curriculum.

16.

TI: The Reception of New Education in Spain by means of Manuals on the History of Education for Teacher Training Colleges (1898–1976).

AU: Berrio, Julio Ruiz; Rabazas, Teresa; Ramos, Sara.

SO: Paedagogica Historica; Feb2006, Vol. 42 Issue 1/2, p127-141

Abstract:

The influence of the New Education Movement in Spain throughout the twentieth century is examined here because the reception of the educational ideas and the teaching practices of an avant-garde international movement are of inherent interest in the history of education. Among the many routes such an introduction might take, the authors will look in detail at the specific case of manuals on the history of education for teacher training colleges: given the lack of media and travel facilities of the time, such manuals were the principal – and at times the only – means of knowing of the existence and the importance of the New Education Movement for primary-school teachers, particularly during the first half of the twentieth century. Between 1898 and 1976, one can distinguish two significant periods, 1898–1939 and 1939–1976, and two different programmes in each of them. Two different types of history of education manuals within these periods were studied: principally, the textbooks written specifically on the subject by Spanish authors, almost all of whom were lecturers at teacher training colleges, but also manuals by foreign authors that had been translated into Spanish, a total of some 60 books. As some of them had second and third editions, more than 80 volumes were examined. First a straightforward bibliometric study was conducted to record the presence or absence of information related to the New Education Movement in each volume. Once these data had been gathered, the authors proceeded to a qualitative analysis. This approach was used in order to be faithful to the data and the way of thinking of the institutions represented. Also considered were the critique and the type experienced, the complete or incomplete conditions (taking into account, of course, the nature of the compendium of each manual), whether the author is strictly aware or not of the pedagogic and ideological influences of the book, of the capacity of synthesis in the presentation, of the half-truths, etc. It is concluded that Spanish primary school teachers, at least during their initial training, had to wait several decades before being informed of the New Education Movement. Moreover, for political and ideological reasons, the first information they received was negative and portrayed these innovations as opposed to sacred patriotic and religious values and the correct way to educate children. Only in the 1960s did this movement and the different viewpoints associated with it become an official subject in the history of education

17.

TI: Myths in Teacher Education and the Use of History in Teacher Education Research.

AU: Linné, Agneta.

SO: European Journal of Teacher Education; Mar2001, Vol. 24
Issue 1, p35-45,

Abstract:

In the paper, I discuss some myths regarding history and education. I argue that research in educational history may be excellent and even necessary for teacher education and for professional educators. The discussion draws upon two case studies: one is a study of lesson plans produced by students at two teacher training institutes in Sweden in the late 19th and early 20th centuries; the other is a study of teachers' professional knowledge as represented by female teacher educators in the same time period. The aim is to inquire into some themes regarding the relations between yesterday's teaching practices and rationales and today's immanent thoughts and actions-and maybe into some of the myths that transform history into nature

18.

TI: Trends in teacher education: a review of papers published in the European journal of teacher education over 40 years.

AU: Livingston, Kay; Flores, Maria Assunção

SO: European Journal of Teacher Education; Dec2017, Vol. 40
Issue 5, p551-560

Abstract:

The article examines the trends in teacher education based on papers published in the "European Journal of Teacher Education" (EJTE) since 1978. Topics discussed include the countries identified as the context for the research, research methodologies used in the papers published and some of the merging trends are teacher education curriculum, comparative analysis of teacher education and approaches to teaching a subject.

19.

TI: Long-Term Trends in the National Demand, Supply, and Shortage of Special Education Teachers.

AU: Boe, Erling E

SO: Journal of Special Education. Fall2006, Vol. 40 Issue 3, p138-150.

Abstract:

With a focus on both teacher quality and quantity at the national level, this research examined longterm trends in the demand, supply, and shortage of special education teachers for 16 school years, from 1987/1988 through 2002/2003. These trends were based on data published in annual reports to Congress on the implementation of the Individuals with Disabilities Education Act by the Office of Special Education Programs, U.S. Department of Education. Rapid growth in teacher demand for students with disabilities aged 3–5 years was found, whereas the growth in teacher demand for students aged 6–21 years was more gradual and paralleled the rate of growth in teacher demand in general education. Although teacher demand was mostly satisfied by growth in the supply of fully certified teachers, the shortage of fully certified teachers for students with disabilities aged 6–21 years has been chronic since 1987/1988 and has increased annually, from 7.4% in 1993/1994 to 13.4% in 2002/2003 (a shortage of approximately 54,000 special education teachers, including estimated vacant positions).

20.

TI: National Trends in the Sources of Supply of Teachers in Special and General Education

AU: Cook, Lynne H; Boe, Erling E

SO: Teacher Education & Special Education; Fall2007, Vol. 30 Issue 4, p217-232

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University of Pennsylvania; Center for Research and Evaluation in Social Policy, the Graduate School of Education of the University of Pennsylvania.

21.

TI: Striking the balance Promoting the rule of law and the role of education in the work of the United Nations.

AU: O' Brien, Patricia

SO: International Schools Journal; Nov2013, Vol. 33 Issue 1, p9-18

Abstract:

The article discusses the role the United Nations (UN) plays in education as well in promoting the rule of law. Topics discussed include UN provided support in the Democratic Republic of Congo, Rwanda, and Cambodia, the role and beliefs of UN Secretary-General Ban Ki-Moon, and the use of education to fight poverty

22.

TI: Internationalization Legacies and Collaboration Challenges: Post-Imperial Hybrids and Political Fallouts in Russian Higher Education.

AU: OLEKSIYENKO, Anatoly

SO: Frontiers of Education in China; 2015, Vol. 10 Issue 1, p23-45,

Abstract:

This study conceptualizes the internationalization of higher education as a legacy-bound response driven by geopolitical, cultural and economic dependencies. It examines the Russian case, and considers how Russian academics deal with complex sets of dependencies and rivalries, while sorting European, Asian and Soviet drivers in university positioning and partnership-building. The paper re-evaluates the path dependence perspective in the higher education literature by arguing that, notwithstanding the constructs and conveniences they are predisposed to select, academics have a choice to either comply with, or defy the governmental and institutional legacies imposed on them. The prevalence of one choice over the other, as well as an inconsistency of choices,

shapes a complicated trajectory that can be referred to as "hybrid" development. This paper illustrates the progression of "hybrid" development by reflecting on the Russian legacy of imperial ambitions affecting the fragility of the global architecture of knowledge, policy development, cooperation and rule of law

23.

TI: Chapter 888: Exemptions to Anti-Discrimination Laws in Higher Education: What You Don't Know Could Hurt You.

AU: Wood, Tyler

SO: University of the Pacific Law Review. 2017, Vol. 48 Issue 3, p575-592

Abstract:

The article looks at legal background of chapter 888 of California Education Code which provides exemption to anti-discrimination laws in higher education. It mentions that Title IX of Education Amendments of 1972 prohibits educational program that receives financial assistance from the federal government from discriminating on the basis of gender. It discusses the U.S. Supreme Court's decision in the court case Obergefell v. Hodges.

24.

TI: RESTRUCTURING THE MODERN EDUCATION SYSTEM IN THE UNITED STATES: A LOOK AT THE VALUE OF COMPULSORY EDUCATION LAWS.

AU: Chicosky, Chelsea Lauren

SO: Brigham Young University Education & Law Journal. 2015, Vol. 2015 Issue 1, p1-75

Abstract:

The article presents the socio-cultural and political arguments against the continuation of compulsory public education laws in the U.S. Topic discussed include the ineffectiveness of the laws for modern educational purposes and at the upper grade levels, the

history of the American compulsory education and a comparative analysis of compulsory education laws among the states. The jurisprudence against compulsory education laws issued by the Supreme Court and lower courts.

25.

TI: Sliding Doors: The Rowley Decision, Interpretation of Special Education Law, and What Might Have Been

AU: Seligmann, Terry Jean

SO: Journal of Law & Education; Jan2012, Vol. 41 Issue 1, p71-94

Abstract:

An essay is presented on the status of special education law in the U.S. as of January 2012, focusing on the U.S. Supreme Court case Board of Education v. Rowley and the U.S. Individuals With Disabilities Education Act (IDEA). The Rowley decision was reportedly the first time the U.S. Supreme Court interpreted IDEA. One of the central tenets of IDEA is its requirement that all U.S. states provide a free public education to a child with a disability.

26

TI: Sector Agnosticism and the Coming Transformation of Education Law.

AU: Garnett, Nicole Stelle

SO: Vanderbilt Law Review. Nov2017, Vol. 70 Issue 6, p1-66

Abstract:

Over the past two decades, the landscape of elementary and secondary education in the United States has shifted dramatically, due to the emergence and expansion of privately provided, but publicly funded, schooling options (including both charter schools and private school choice devices like vouchers, tax credits, and educational savings accounts). This transformation in the delivery of K12 education is the result of a confluence of factors--discussed in detail below--that increasingly lead education reformers to support efforts to increase the number of high quality schools serving disadvantaged students across all three educational sectors,

instead of focusing exclusively on reforming urban public schools. As a result, millions of American children now attend privately operated, publicly funded schools. This rise in a "sector agnostic" education policy has profound implications for the state and federal constitutional law of education because it blurs the distinction between charter and private schools. This Article explores three of the most significant of these implications