

Edited by NANCY L. CHICK, AERON HAYNIE,  
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Foreword by Anthony A. Ciccone

# EXPLORING *More* SIGNATURE PEDAGOGIES

*Approaches to Teaching  
Disciplinary Habits of Mind*

# Exploring Signature Pedagogies Approaches To Teaching Disciplinary Habits Of Mind

**Liyong Dong**



## **Exploring Signature Pedagogies Approaches To Teaching Disciplinary Habits Of Mind:**

*Exploring Signature Pedagogies* Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, 2023-07-03 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

*Exploring More Signature Pedagogies* Nancy L. Chick, Aeron Haynie, Regan A. R. Gurung, 2023-07-03 What is distinctive about the ways specific disciplines are traditionally taught and what kinds of learning do they promote Do they inspire the habits of the discipline itself or do they inadvertently contradict or ignore those disciplines By analyzing assumptions about often unexamined teaching practices their history and relevance in contemporary learning contexts this book offers teachers a fresh way to both think about their impact on students and explore more effective ways to engage students in authentic habits and practices This companion volume to *Exploring Signature Pedagogies* covers disciplines not addressed in the earlier volume and further expands the scope of inquiry by interrogating the teaching methods in interdisciplinary fields and a number of professions critically returning to Lee S Shulman s origins of the concept of signature pedagogies This volume also differs from the first by including authors from across the United States as well as Ireland and

Australia The first section examines the signature pedagogies in the humanities and fine arts fields of philosophy foreign language instruction communication art and design and arts entrepreneurship The second section describes signature pedagogies in the social and natural sciences political science economics and chemistry Section three highlights the interdisciplinary fields of Ignatian pedagogy women s studies and disability studies and the book concludes with four chapters on professional pedagogies nursing occupational therapy social work and teacher education that illustrate how these pedagogies change as the social context changes as their knowledge base expands or as online delivery of instruction increases

**Exploring Signature Pedagogies** Regan A. R. Gurung, Nancy L. Chick, Aeron Haynie, 2009 From the Foreword These authors have clearly shown the value in looking for the signature pedagogies of their disciplines Nothing uncovers hidden assumptions about desired knowledge skills and dispositions better than a careful examination of our most cherished practices The authors inspire specialists in other disciplines to do the same Furthermore they invite other colleagues to explore whether relatively new interdisciplinary fields such as Women s Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

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fields such as Women's Studies and Global Studies have or should have a signature pedagogy consistent with their understanding of what it means to apprentice in these areas Anthony A Ciccone Senior Scholar and Director Carnegie Academy for the Scholarship of Teaching and Learning How do individual disciplines foster deep learning and get students to think like disciplinary experts With contributions from the sciences humanities and the arts this book critically explores how to best foster student learning within and across the disciplines This book represents a major advance in the Scholarship of Teaching and Learning SoTL by moving beyond individual case studies best practices and the work of individual scholars to focus on the unique content and characteristic pedagogies of major disciplines Each chapter begins by summarizing the SoTL literature on the pedagogies of a specific discipline and by examining and analyzing its traditional practices paying particular attention to how faculty evaluate success Each concludes by articulating for its discipline the elements of a signature pedagogy that will improve teaching and learning and by offering an agenda for future research Each chapter explores what the pedagogical literature of the discipline suggests are the optimal ways to teach material in that field and to verify the resulting learning Each author is concerned about how to engage students in the ways of knowing the habits of mind and the values used by experts in his or her field Readers will not only benefit from the chapters most relevant to their disciplines As faculty members consider how their courses fit into the broader curriculum and relate to the other disciplines and design learning activities and goals not only within the discipline but also within the broader objectives of liberal education they will appreciate the cross disciplinary understandings this book affords

SoTL in Action Nancy L. Chick, 2023-07-03 What are the foundational moments of meaningful scholarship of teaching and learning SoTL projects How do teacher scholars collect develop and share useful insights about student learning How do they work through the pinch points that frustrate confuse or elude many SoTL practitioners By unpacking SoTL processes through rich narratives that illustrate what they look like this collection offers inspiration to anyone at any stage of engagement with SoTL This book takes discussions of SoTL to a new level Its subtitle reflects the microscopic lenses SoTL processes can apply to student learning experiences to understand how they happen what they look like what they mean and what we can do about them Going beyond definitions how to theory and debates about methods and standards the contributors offer a SoTL primer documenting how practitioners have intentionally thought through key moments in their work These procedural vignettes present powerful examples of what doing SoTL looks like when done well The authors represent a range of disciplines the humanities social sciences natural sciences and professions and a mixture of familiar and unfamiliar names Nancy Chick has selected contributions that compellingly illuminate why their authors focused on a particular critical moment the questions they asked as they refined their approaches and the theoretical and observational tools they employed to conduct their research Each introduces a specific critical moment in doing SoTL taking the reader through the author's reflections concerns and choices in doing meaningful SoTL work The aim is to support potential practitioners inform educational developers who teach new SoTL practitioners and

inspire experienced SoTL scholars to reflect on their own practice This is a compelling collection for anyone interested in practitioner reflection intentional design and advancing the field of SoTL and the quality of teaching and learning

Transforming History Mary Jo Festle, 2020-04-14 Teaching history well is not just a matter of knowing history it is a set of skills that can be developed and honed through practice In this theoretically informed but eminently practical volume Mary Jo Festle examines the recent explosion of research on the teaching and learning of history Illuminated by her own work Festle applies the concept of backward design as an organizing framework to the history classroom She provides concrete strategies for setting up an environment that is inclusive and welcoming but still challenging and engaging Instructors will improve their own conceptual understandings of teaching and learning issues as well as receive guidance on designing courses and implementing pedagogies consistent with what research tells us about how students learn The book offers practical illustrations of assignments goals questions grading rubrics unit plans and formats for peer observation that are adaptable for courses on any subject and of any size Transforming History is a critical guide for higher and secondary education faculty neophytes and longtime professionals alike working to improve student learning

**Developing Expertise for Teaching in Higher Education** Helen King, 2022-03-21 This book provides a contemporary view of the characteristics of expertise for teaching in higher education based on the strong foundation of research into expertise and empirical and practical knowledge of the development of teaching in higher education Taking key themes related to the characteristics of expertise this edited collection delivers practical ideas for supporting and enabling professional learning and development in higher education as well as theoretical constructs for the basis of personal reflection on practice Providing an accessible evidence informed theoretical framework designed to support individuals wishing to improve their teaching Developing Expertise for Teaching in Higher Education considers teaching excellence from an expertise perspective and discusses how it might be supported and available to all It invites a call to action to all policymakers and strategic leaders who make a claim for teaching excellence to consider how professional learning and the development of expertise can be embedded in the culture environment and ways of working in higher education institutions Full of practical examples based on scholarship and experience to guide individual teachers educational developers and policymakers in higher education this book is a must read text for those new to teaching in higher education and those looking to improve their practice

*Big Picture Pedagogy: Finding Interdisciplinary Solutions to Common Learning Problems* Regan A. R. Gurung, David J. Voelker, 2017-09-29 Take a big picture look at teaching and learning Building on existing pedagogical research this volume showcases the scholarship of teaching and learning SoTL across the disciplines and takes it in a new direction In each chapter interdisciplinary teams of authors address a single pedagogical question bringing each of their home disciplines specific literature and methodologies to the table The result is a fresh examination of evidence based practices for teaching and learning in higher education that is intentionally inclusive of faculty from different disciplines By

taking a closer more systematic look at the pedagogies used within the disciplines and their impacts on student learning the authors herein move away from more generic teaching tips and generic classroom activities and toward values knowledge and manner of thinking within SoTL itself The projects discussed in each chapter furthermore will provide models for further research via interdisciplinary collaboration This is the 151st volume of this Jossey Bass higher education series It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers

**Teaching Legal Research** Barbara Bintliff, Duncan Alford, 2013-09-13 Legal research is a fundamental skill for all law students and attorneys Regardless of practice area or work venue knowledge of the sources and processes of legal research underpins the legal professional's work Academic law librarians as research experts are uniquely qualified to teach legal research Whether participating in the mandatory first year law school curriculum or offering advanced or specialized legal research instruction law librarians have the up to date knowledge the broad view of the field and the expertise to provide the best legal research instruction possible This collection offers both theoretical and practical guidance on legal research education from the perspectives of the law librarian Containing well reasoned analytical articles on the topic the volume explains and supports the law librarian's role in legal research instruction The contributors to this book all experts in teaching legal research challenge academic law librarians to seize their instructional role in the legal academy This book was based on a special issue of Legal Reference Services Quarterly

*Distinctive Distance Education Design: Models for Differentiated Instruction* Fuller, Richard G., Kuhne, Gary William, Frey, Barbara A., 2010-07-31 This book presents a tool to assist in the planning conducting and evaluation of online learning providing a way of understanding the course development and design process drawing upon the research and theory foundations of distance education Provided by publisher

New Languages and Landscapes of Higher Education Peter Scott, Jim Gallacher, Gareth Parry, 2017 The landscapes of higher education have been changing rapidly with enormous growths in participation rates in many countries across the world and major developments and changes within institutions But the languages that we need to conceptualise and understand these changes have not been keeping pace The central argument in this book is that new ways of thinking about higher education the new languages of its title are needed to understand the role of universities and colleges in contemporary society and culture and the global economy new landscapes Over reliance on existing conceptualisations of higher education has made it difficult to understand fully the nature of 21st century higher education It may also have encouraged a view that there is no alternative to the development of more marketized forms of higher education The analysis offered suggests that the future is much more open It argues that familiar categories normally accepted as givens are actually more fluid Systems of higher education whether expressed through direct public funding or through regulatory regimes are being eroded Institutions often assumed to be to be given enhanced agency by more corporate forms of management and governance are no longer powerful actors if they ever were Research

often corralled by assessment and management systems is becoming more diffuse and distributed Learning supposedly more focused on skill outcomes and employability retains a more broadly educative function The publicness of higher education has not disappeared as public funding has diminished but taken on new forms With contributions from leading figures drawn from a wide range of countries this book provides an authoritative analysis of many of the major issues which dominate discussion with respect to policy practice and research in the field of higher education and it can expect to become a major source book for all who are interested in the development of higher education in the 21st Century

*An EasyGuide to APA Style* Beth M. Schwartz,R. Eric Landrum,Regan A.R. Gurung,2014 This clear and concise book is designed to demystify the process of writing in APA style and format With precise examples both writing examples and Microsoft Word screenshots *An EasyGuide to APA Style 2e* points out common APA style and formatting mistakes and how to avoid them The book also provides an overview of the style and formatting changes for the 6th edition of the APA Publication Manual providing detailed examples and complete sample student papers written to conform to APA format The authors illustrate not only how to write using APA style but also what writing in APA style really looks like when your paper is complete Written in a conversational and clear style this guide will help anyone find their way through the maze of rules in the APA Publication Manual and become proficient in learning the fine points of APA style The second edition of the *EasyGuide* contains additional writing tips and expanded discussions in each chapter In particular chapter 5 on plagiarism has been expanded to include more detail on topics like when and how to paraphrase appropriately and when to quote directly from a source Also the new edition provides examples from the latest version of Microsoft Word Word 2010

Teaching Computational Creativity Michael Filimowicz,Veronika Tzankova,2017-05-02 SS JA DN MF SS DN MF DN MF DN MF DN Afterword Toward a Curricular Synthesis Index

Handbook of Research on Transdisciplinary Knowledge Generation Wang, Victor X.,2019-04-19 Traditional methods of viewing the world through the scientific method or instrumental knowledge do not adequately serve the needs of theory research and practice within an increasingly complex world Through transdisciplinary theory the focus is on a new form of learning and problem solving involving cooperation among different parts of society to meet the complex challenges of society The *Handbook of Research on Transdisciplinary Knowledge Generation* is a critical scholarly resource that examines mutual learning across disciplinary lines as a strategy by which to understand the world and apply practical knowledge Featuring a wide array of topics such as linguistic diversity medical education and social constructivism this book is essential for educational professionals researchers students administrators and academicians

**Holistic Musical Thinking: A Pedagogical Model for Hands-On and Heart-Felt Musical Engagement** Daniel C. Johnson,2024-08-06 *Holistic Musical Thinking* presents a comprehensive view of how people engage with music from a hands on and heart felt perspective This approach embraces the teaching and learning processes as a multi dimensional amalgamation of knowing doing and feeling through musical experiences The result is a five dimensional model that



synthesizes cognitive affective and psychomotor learning with curricular integration With pedagogical applications Holistic Musical Thinking offers a multi faceted perspective that benefits both music teachers and their students This innovative approach uses established research for a new model of musical thinking and taxonomy of musical engagement Complete with classroom vignettes and pedagogical strategies this book reframes musical thinking as a new direction in music education Written for music teachers teacher educators and their students this book provides practical applications of the multi dimensional Model of Holistic Musical Thinking for K 12 music education and beyond **Multidisciplinary Collaboration:**

**Research and Relationships** Karen Weller Swanson, 2014-09-25 This volume focuses on SoTL the scholarship of teaching and learning It discusses how collaborations among and between disciplines can strengthen education and the ways in which students are taught The community of scholars at an institution can provide a fertile ground for interdisciplinary collaboration that can enliven the educational process and the research that supports it The authors here come from many different disciplines where they teach and use SoTL to inform their own practice and share what they have done with others This is the 139th volume of the quarterly Jossey Bass higher education series New Directions for Teaching and Learning It offers a comprehensive range of ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers *Visual Research Methods in Educational Research* Julianne Moss, Barbara Pini, 2016-04-12

Have you noticed there is a burgeoning take up of visual research in education Are you considering using visual research as part of your next research project or revitalising your research methods course For researchers who are new to the field of VRMs in education there is little critical literature on the subject This book addresses the gap in the literature and brings together some of the leading educational researchers engaging and reflecting on the visual from Australia the UK and Canada Encapsulated in a single volume this book sets out theoretically grounded discussions of the possibilities and challenges of the approach for educational researchers around four key themes images of schooling performing pedagogy power and representation and ethical issues in educational research Doing the Scholarship of Teaching and Learning, Measuring Systematic Changes to Teaching and Improvements in Learning Regan A. R. Gurung, Janie H. Wilson, 2014-01-02 The Scholarship of Teaching and Learning SoTL should be an integral part of every academic s life representing not only the pinnacle of effortful teaching but also standing side by side with more conventional disciplinary scholarship Although practiced by many instructors for years SoTL has garnered national attention resulting in a spate of new journals to publish pedagogical research SoTL helps students fosters faculty development and has been integrated into higher education This volume provides readers with challenges that will motivate them to engage in SoTL and take their pedagogical research further We include many key features aimed to help both the teacher new to research and SoTL and also researchers who may have a long list of scholarly publications in non pedagogical areas and who have not conducted research This is the 136th volume of this Jossey Bass higher education series It offers a comprehensive range of

ideas and techniques for improving college teaching based on the experience of seasoned instructors and the latest findings of educational and psychological researchers      *Partners in Teaching and Learning* Melissa N. Mallon, 2020-09-15 An academic library's instruction program reflects and communicates its vision for teaching and learning within the context of its institution and the instruction coordinator plays an essential role in shaping and advancing this vision Instruction coordinators and directors in academic libraries may have a variety of titles and wear an entire wardrobe's worth of hats but they face many of the same challenges in developing promoting and evaluating their instruction programs This book approaches using the instruction program as the catalyst to further the library's agenda for teaching and learning and gives instruction program directors a set of resources that will help them map out enact and assess the impact of this agenda This book is ideal for librarians and administrators who direct coordinate or lead an academic library's teaching and learning program and is particularly useful for new instruction program coordinators either those new to their position or new to their institution      **Your Graduate Training in Psychology** Peter J. Giordano, Stephen F. Davis, Carolyn A. Licht, 2012 Your Graduate Training in Psychology takes current and upcoming graduate students beyond the typical concerns of enrolling into graduate school and guides them on how to complete graduate school successfully Unlike other books that focus on how to get into graduate school this book directly addresses the major issues that students confront during their graduate training in psychology A carefully selected cadre of expert authors in their respective areas illuminate the broad range of processes practices and procedural issues that face graduate students in both masters and doctoral programs Ordered chronologically from the first year of graduate school Settling In to what students need to know as they finish Winding Down and Gearing Up students will learn the key skills needed to succeed in all aspects of their academic and professional careers while in school and after beginning a professional career

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