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Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of the Mind

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Description

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.

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